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AUTHOR Hutchinson, Jerry R.; And Others
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ABSTRACT

This study was designed to develop and establish a priority for goal statements that pertain to previously identified educational needs in Mississippi. A total of 1,297 opinionnaires were mailed to individuals classified into ten separate groups (school board members, superintendents, principals, teachers, students, parents, higher education personnel, legislators, business and industry managers, and organizational leaders) and 643 completed instruments were returned. The opinionnaires consisted of 34 goal statements, opposite each of which was a rating scale ranging from five to one and corresponding to descriptors ranging from "strongly agree" to "strongly disagree." For each goal statement the total number of responses for each of the attitudes "strongly agree," "agree," "neutral," "disagree," "strongly disagree was multiplied by the values 5, 4, 3, 2, and 1 respectively. The sum of these products was divided by the number of respondents for the goal to yield a mean value. Results are compiled in rank order for each of the ten separate groups and for the total of all groups. All 34 goal statements were accepted by the vast majority of respondents. The recommendation is made that objectives should be established for each of the adopted 34 goals in accordance with the established priority. (RWP)

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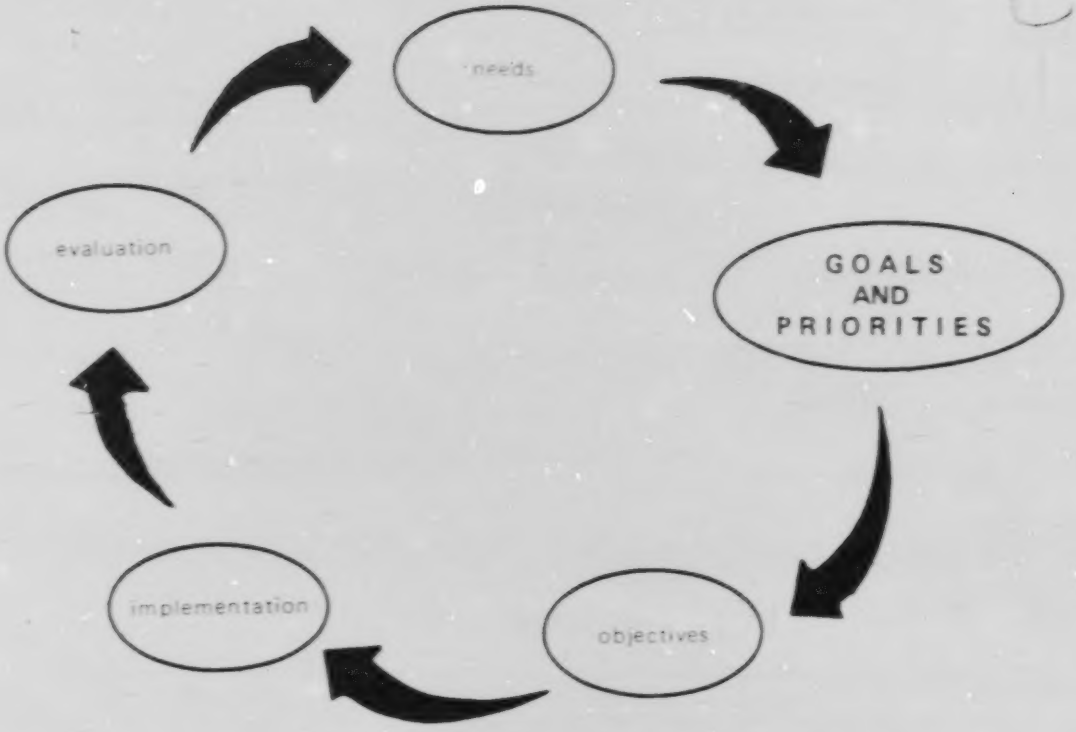

GOALS FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION

IN MISSISSIPPI

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State Department of Education

1973

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GOALS FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION IN MISSISSIPPI

A Study

Prepared by

Office of Planning and Evaluation
Jerry R. Hutchinson
Alan W. Evans
Bobby F. Stacy

State Department of Education
Post Office Box 771
Jackson, Mississippi 39205

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Garvin H. Johnston, State Superintendent of Education

FOREWORD

Translating identified needs into concise goal statements in an order of priority is an important task in the development of a Continuing Plan for Education in Mississippi. The process of developing, adopting, and setting priorities of goal statements is the logical second step in the planning cycle. This study is addressed to that purpose.

Sincere appreciation is expressed to all of the interested citizens who willingly cooperated by responding to the requests for information concerning the development of goals and priorities for education in Mississippi. These people include school superintendents, legislators, school board members, business and industry leaders, principals, teachers, students, higher education personnel, and organizational leaders.

G. H. Johnston
State Superintendent of Education

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Chapter I

INTRODUCTION

The initial phase for a comprehensive plan for public elementary and secondary education in Mississippi was completed when educational needs were systematically identified in a study completed by the Office of Planning and Evaluation during the 1971-1972 school year. Four major sources were used to determine needs, namely: (1) an inventory was conducted among 3,990 selected individuals representing many segments of society over Mississippi through a 276-item, seven-page questionnaire; (2) achievement test results were analyzed; (3) selective service information was compared; and (4) statistical data compiled in the State Department of Education were reviewed.[1] Collectively, the four sources were used to produce evidences of needs on which goals could be based for the public elementary and secondary schools in Mississippi. This study, therefore, represents phase two of the continuing plan for education in Mississippi and consists of the development of goals and priorities.

Review of Techniques Employed by Other States

The techniques for establishing statewide goals for education can be categorized into three basic approaches. These three approaches simply named would be a conference technique, a committee technique, and a state department of education technique.

Conference technique. Four states (Illinois,[2] Michigan,[3] Nebraska,[4] and New Jersey[5]) utilized the conference technique in establishing statewide goals for education. The basic approach of this format was to hold regional meetings across the state open to the public. From these regional meetings potential

goal statements were derived. A statewide conference was then held, usually sponsored by either the chief state school officer or the governor of the state. A final draft of the statewide goals for education was compiled from the various committee meetings held at the statewide conference.

Committee technique. Seven states (Colorado,[6] Connecticut,[7] Georgia,[8] Maine,[9] New Mexico,[10] Utah,[11] and West Virginia[12]) utilized the committee technique in establishing statewide goals for education. The common basic approach of this format was to form a committee of selected individuals usually comprising both educators and laymen. These committees were formed by either the chief state school officer of the state or the governor of the state, or by an advisory council appointed by either the chief state school officer or the governor. After the committee had developed goal statements for education, which were usually based upon identified needs, the goal statements were adopted or approved in one of two ways. Some states sampled populations within the state and mailed the potential goal statements to the selected individuals for approval. Other states utilized the advisory council for reviewing and adopting the appointed committees' goal statements.

State department of education technique. Fourteen states (Alabama,[13] Arizona,[14] Delaware,[15] Florida,[16] Hawaii,[17] Idaho,[18] Kansas,[19] Maryland,[20] Massachusetts,[21] Minnesota,[22] Nevada,[23] New Hampshire,[24] Ohio,[25] and Oregon[26]) utilized some facet of the state department of education for developing the statewide goals for education. The techniques used by state department of education personnel were varied. In some instances the goal statements were developed and published by the state agency. Some state departments translated identified needs into goal statements and devised methods of going to the public for final adoption. Other state departments developed forms whereby local districts reported their goals

and objectives and utilized these reports in formulating state goals and objectives. Still other state departments used modified approaches of the three previously mentioned techniques for establishing statewide goals for education.

Purposes of the Study

The purposes of this study were as follows: (1) to develop goal statements that pertain to the previously identified educational needs in Mississippi; (2) to adopt by public opinion goal statements that pertain to public elementary and secondary education in Mississippi; and (3) to establish a priority of adopted goal statements.

Significance of the Study

Two parallel concepts have emerged on the recent educational scene with tremendous impact. These concepts are "planning" and "accountability."

Simply interpreted accountability is responsibility. For that which one is responsible must be determined by himself or someone else. In education, this responsibility has been interpreted by 23 state legislatures through which laws pertaining to accountability in public education have been passed. Nine other states are proposing laws on accountability during 1973.[27]

In order to obtain meaningful results, accountability in education must be planned. A planned educational program results from determining the needs, goals, priorities, and objectives of the program. Through the process of such planning, results can be measured and accountability made relevant.

This study will provide for school officials in Mississippi the second phase of the "Continuing Plan for Education in Mississippi." By establishing educational goals and priorities for the State of Mississippi, the state is moving one step further toward developing a comprehensive plan of education whereby responsibilities for education can clearly be defined and measured.

Definitions

The terms "comprehensive planning," "needs," "goals," and "objectives" as they are used in this study are defined below.

Comprehensive planning. Comprehensive planning is the logical process of (1) establishing goals and priorities which are based on given evidences of needs, (2) writing specifically stated objectives for achieving each goal after developing and communicating strategies and techniques, (3) implementing the plan in consideration of diversified resources such as categorical aid programs and varying levels of manpower quantities and skills, (4) evaluating the results of the plan on the basis of the stated objectives, and (5) recycling the procedure as deemed necessary as a result of the evaluation.[28]

Need. A need is defined as "A lack of something requisite, desirable, or useful."[29]

Goal. A goal is defined as "A statement of broad direction, general purpose, or intent."[30]

Objective. An objective is defined as a precise description of an educational goal which contains six variables to be determined by answering the following questions: (1) of whom is the behavior expected; (2) what behavior is desired and/or is expected to occur; (3) to what instructional variable will the behavior be related; (4) how will the behavior be specifically measured; (5) what is the time needed to bring about the expected behavior; and (6) what is the expected proficiency level.[31]

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Chapter II

PROCEDURES

The procedures for this study include the establishment of potential goal statements, the development of an instrument for determining goals, the selection of a sample, the distribution of the instrument, and the treatment of the resulting data. An explanation of each step is given below.

Establishment of Potential Goal Statements

A list of potential goal statements was developed for the public elementary and secondary schools in Mississippi by combining the previously identified need items that were classified as items of a high priority. Those need items were identified in the "General Educational Needs Assessment in Mississippi" which was completed in 1972 by personnel in the State Department of Education.[1] The potential goal statements were then divided into two sections by the staff in the Office of Planning and Evaluation. One section, "Learner Goals," was defined as goal statements which express the desired outcome of the learner, while the other section, "Supportive Goals," was defined as goal statements which facilitate the educational process. Each of the identified need items was represented by a potential goal statement.

Development of Instrument

Each of the potential goal statements was listed on a one-page opinionnaire (see Appendix A) designed for distribution to a stratified sample of individuals representing many segments of society in Mississippi. Opposite each potential goal statement was a rating scale ranging in numbers from five to

one and corresponding to descriptors ranging from "strongly agree" to "strongly disagree."

The instrument was first distributed to selected professional staff members representing all divisions and major programs within the State Department of Education. These individuals were asked to respond to both the instrument and the items included in the instrument by making suggestions and revisions designed for improving not only the survey but also the potential goal statements. After including the suggested revisions the survey form was ready for distribution.

Selection of Sample

The instrument for determining the goals for education in Mississippi was mailed to all superintendents and legislators. Additionally, school board members, principals, teachers, students, parents, business and industry managers, higher education personnel, and other organizational leaders randomly selected were asked to respond to the survey. The total sample selected included 1,297 individuals. Below is an explanation of how those individuals were selected.

School board members. Names of school board members were selected from the list of names submitted by local superintendents in their report for the *Mississippi Educational Directory, 1972-1973.*[2] Through the use of a table of random numbers one school board member from each of the 150 school districts was selected.

Superintendents. All of the public school superintendents in each of the 150 local school districts in Mississippi were asked to respond to the potential goal statements. A list of names was taken from the *Mississippi Educational Directory, 1972-1973.*[3]

Principals. One principal from each of the 150 school districts was selected through the use of a table of random numbers. A list of names was taken from the *Mississippi Educational Directory, 1972-1973.*[4]

Teachers. One teacher from each of the 150 school districts was selected through the use of a table of random numbers. A list of names was taken from the *Mississippi Educational Directory, 1972-1973.*[5]

Students. One student from each of the 150 school districts was selected. In a district having more than one high school, a high school was selected through the use of a table of random numbers. Within the selected high school, the instrument was sent to the student who was the elected student body leader. A list of high schools was taken from the *Mississippi Educational Directory, 1972-1973.*[6]

Parents. One parent or guardian from each district was selected by using a table of random numbers to (1) select a school and (2) select a teacher who subsequently was directed to select the parent or guardian of the first child who appeared on his or her first period enrollment list. The teacher was then directed (1) to write the name and address of the selected parent in the space provided on a stamped envelope and (2) to mail the packet of materials to that parent. The school and teacher in each district was taken from the *Mississippi Educational Directory, 1972-1973.*[7]

Higher education personnel. From the catalogs of the 16 four-year accredited institutions of higher education in Mississippi, 47 names of individuals representing the various departments within the schools of education were randomly selected. Five names each were selected from the five major higher

education institutions in the state and two names each were selected from the remaining four-year institutions in the state.

Legislators. All of the elected state senators and representatives were designated as subjects in the sample. A list of names was taken from the *Mississippi 1973 Legislative Session Roster.*[8]

Business and industry managers. A business representative from each school district was selected from the *Mississippi Manufacturers Directory*[9] through the use of a table of random numbers.

Organizational leaders. Fifteen designated leaders of special educational organizations were also asked to respond.

Distribution of Instrument

The opinionnaire entitled "Goals for Education in Mississippi" was mailed directly to school board members, superintendents, principals, teachers, business and industry managers, legislators, higher education personnel, and other organizational leaders. In each packet a return pre-addressed, stamped envelope was provided along with a letter (see Appendix B) providing information about the survey.

A different technique was employed for distributing the survey form to students. The students' packet of material was enclosed in a packet which was sent to the principal of the school in which that student was enrolled. An explanation of the survey and directions for distributing the materials to the correct student were supplied in the packet to the principal (see Appendix B, pages 70 and 71).

The parent's or guardian's survey form was distributed in a similar manner to that of the student's survey form, the difference being that of utilizing

a teacher in the school rather than the principal. An explanation of the survey and directions for distributing the materials to the correct parent or guardian were supplied in the packet to the teacher (see Appendix B, page 72).

All respondents were directed to return the completed survey directly to the Office of Planning and Evaluation in a pre-addressed, stamped envelope which accompanied each instrument.

Treatment of Data

The instrument to determine statewide goals for education in Mississippi was composed of 34 potential goal statements which were categorized into "learner goals" and "supportive goals." One response was requested for each potential goal statement according to the following attitudinal scale: (1) 5--strongly agree, (2) 4--agree, (3) 3--neutral, (4) 2--disagree, and (5) 1--strongly disagree. The respondent was directed to indicate his or her attitude about a potential goal statement by circling the appropriate number (see Appendix A).

The returned instruments were first sorted into the following ten categories: (1) school board members, (2) superintendents, (3) principals, (4) teachers, (5) students, (6) parents, (7) higher education personnel, (8) legislators, (9) business and industry managers, and (10) special interest groups. The response to each of the 34 potential goal statements was punched by categories onto computer punch cards.

For each goal statement the total number of responses for each of the attitudes "strongly agree," "agree," "neutral," "disagree," and "strongly disagree" was multiplied by the values 5, 4, 3, 2, and 1 respectively. The sum of these products was divided by the total number of respondents for that goal statement to yield a mean expressed to the nearest four decimal places.

This process was repeated to calculate a mean for each of the remaining goal statements. The goal statements were arranged in an order of priority by ranking their corresponding means numerically from high to low which resulted in a composite ranking of all goal statements. Goal statements were adopted those mean value was greater than 2.9999. This procedure was also applied separately to each of the ten categories of respondents.

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2. Mississippi State Department of Education, Mississippi Educational Directory, 1972-1973 (Jackson, Mississippi: State Department of Education, 1972), pp. 31-225.

3. Ibid.

4. Ibid.

5. Ibid.

6. Ibid.

7. Ibid.

8. Mississippi 1973 Legislative Session Roster (Jackson, Mississippi: Electric Power Association of Mississippi, 1973).

9. 1972 Mississippi Manufacturers Directory (Jackson, Mississippi: Mississippi Research and Development Center, 1972).

Chapter III

FINDINGS

During the 1972-1973 school year, educational needs for the public elementary and secondary schools in Mississippi were systematically identified. Each need that was considered of a high priority was organized into a potential goal statement. These potential goal statements were listed in an opinionnaire which was circulated among 1,297 selected individuals in Mississippi. These individuals were given the opportunity to express their opinions about each goal statement which ultimately resulted in either an adoption or rejection of those potential goal statements for the public elementary and secondary schools of Mississippi. Also, the order of priority for each adopted goal was determined by the expressed opinions of the responding individuals.

Response to the Study

As indicated in Table I, a total number of 1,297 opinionnaires were mailed to selected individuals classified into ten separate groups. From the total number mailed, 643 completed instruments were returned which represented a return of 49.6 percent. Perhaps the relatively low return percentage resulted from the fact that to assure the anonymity of the respondent, no follow-up procedures were incorporated in the design for the study.

Superintendents, principals, and higher education personnel were most willing to participate in the study as evidenced by their percentages of returns of 79.5, 76.0, and 70.2 respectively. Legislators, school board members, and business and industry managers were least willing to participate as evidenced by their return percentages of 17.8, 32.0, and 32.7 respectively.

TABLE I

NUMBER OF OPINIONNAIRES MAILED AND RETURNED WITH THE PERCENT RETURNED BY CLASSIFICATION FOR DETERMINING GOALS FOR THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MISSISSIPPI

Classification	Number Mailed	Number Returned	Percent Returned
(1)	(2)	(3)	(4)
School Board Members	150	48	32.0
Superintendents	161	128	79.5
Principals	150	114	76.0
Teachers	150	89	59.3
Students	150	92	61.3
Parents	150	53	35.3
Legislators	174	31	17.8
Higher Education Personnel	47	33	70.2
Business and Industry Managers	150	49	32.7
Organizational Leaders	15	6	40.0
Total	1,297	643	49.6

Composite Ranking of Adopted Goal Statements

As shown in Table II, all 34 potential goal statements were, in fact, adopted as goals for the public elementary and secondary schools of Mississippi. To have been adopted each goal statement had to have a mean value greater than 2.9999 when the responses were averaged. The highest mean value resulted in 4.6932 for the learner goal, "To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)," and the lowest mean value resulted in 3.6533 for the learner goal, "To develop a positive self-concept." Of the 34 goal statements a mean value of greater than 4.0000 was evidenced for 27 items which meant that the majority of those responding to the survey agreed that those 27 items were desirable goals for the public elementary and secondary schools of Mississippi. The remaining eight items were also adopted, but the respondents indicated that their feelings about those particular goals were only somewhat greater than neutral.

The highest ranked learner goal was stated in the above paragraph. The top ranked supportive goal was "To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped."

A space was provided on the opinionnaire for the respondent to state suggested revisions and/or additional goals. A list of the resulting statements appear by category in Appendix C.

Rankings of Goal Statements by Classification of Respondent

The total population surveyed was divided into ten classifications of individuals. An analysis of the response from each group is provided below.

TABLE II

GOALS FOR THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MISSISSIPPI RANKED IN ORDER OF PRIORITY AS EXPRESSED BY THE RESPONDENTS FROM THE SAMPLE POPULATION SURVEYED

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	L- 3	To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)	461	163	12	3	–	639	2999	4.6932
2	S- 4	To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped	440	181	9	7	–	637	2965	4.6546
3	S-11	To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region	440	162	31	4	1	638	2950	4.6238
4	S-21	To promote effective administrative leadership in the public schools of Mississippi	404	221	14	–	–	639	2946	4.6103
5	L-10	To identify and cultivate acceptable moral and ethical values within the framework of the democratic process	391	205	36	2	–	634	2887	4.5536
6	L- 1	To develop an awareness of civic privileges and responsibilities	365	257	17	–	–	639	2904	4.5446
7	L- 5	To develop positive attitudes toward the conditions that promote good physical and mental health	365	252	15	–	2	634	2880	4.5425
8	S-14	To provide a more equitable financial support to all school districts	366	210	41	6	2	625	2807	4.4912
9	L- 4	To develop positive attitudes in the area of human relations	335	253	40	1	1	630	2810	4.4603
10	L- 9	To develop a positive self-concept	337	242	41	5	1	626	2787	4.4520
11	S-19	To promote effective usage of instructional media, supplies, equipment, and materials to aid the teaching-learning process	311	296	26	1	1	635	2820	4.4409
12	L- 2	To acquire self-direction in learning activities	320	272	36	4	1	633	2805	4.4312
13	S-12	To provide a program of recognition and rewards for teachers which is designed to attract and retain highly competent people	356	215	52	11	5	639	2823	4.4178
14	S-10	To provide effective programs for all school age students including those who are economically and environmentally deprived	312	266	44	6	2	630	2770	4.3968

TABLE II (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
15	S-23	To provide a State Department of Education that offers supportive services, leadership, and regulatory functions to all school districts within the State	317	262	41	11	2	633	2780	4.3917
16	S-22	To promote the utilization of programs that enhance the teaching-learning process	295	288	44	3	1	631	2766	4.3835
17	L- 8	To develop positive attitudes toward the environment and its natural resources	276	303	45	3	-	627	2733	4.3588
18	S- 7	To provide adequate guidance facilities and services at both the elementary and secondary levels	300	267	48	12	3	630	2739	4.3476
19	S-13	To provide for the maximum use of educational facilities throughout the school day and the calendar year	293	261	65	14	3	636	2735	4.3003
20	L- 6	To provide motor skills appropriate to age and growth levels	243	317	70	2	-	632	2697	4.2674
21	L- 7	To develop skills in the creative use of leisure time	229	305	80	11	3	628	2630	4.1878
22	S-16	To provide appropriate learning experiences to reduce high rates of nonpromotions in the public schools of Mississippi	252	276	84	19	7	638	2661	4.1708
23	S-15	To provide a unified program of continuing evaluation to measure the performance of students enrolled in the public schools of Mississippi	204	348	80	5	2	639	2664	4.1690
24	S-24	To provide an opportunity for all school districts to use the services provided by the educational television network	235	298	86	14	5	638	2658	4.1661
25	S- 5	To provide techniques for identifying actual and/or potential dropouts and to develop programs to accommodate dropouts	254	276	67	30	8	635	2643	4.1622
26	S- 9	To provide educational opportunities for adults in each school district	177	343	87	17	3	627	2555	4.0749
27	S-18	To provide an opportunity for those affected by school policies and programs to have a voice in the development of such policies and programs	209	291	99	32	6	637	2576	4.0439
28	S-17	To provide for school district reorganization by creating uniform state laws for all school districts	233	189	139	51	15	627	2455	3.9154
29	S-20	To provide an opportunity for the professional staffs of all school districts to develop competencies for writing educational objectives in behavioral and measurable terms	142	319	153	14	5	633	2478	3.9146
30	S- 1	To provide a public school kindergarten program	251	166	125	59	36	637	2448	3.8430

TABLE II (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
31	S- 3	To provide special physical and psychological examinations for all students	154	275	128	52	13	622	2371	3.8118
32	S- 6	To provide follow-up data on the graduates of the public schools in Mississippi	108	303	182	25	7	625	2355	3.7680
33	S- 2	To provide a compulsory school attendance law	249	158	97	81	49	634	2379	3.7523
34	S- 8	To provide for students' involvement in planning their own learning activities	125	303	112	73	14	627	2333	3.7208

School board members. School board members as a group expressed support for all 34 goal statements for the public elementary and secondary schools of Mississippi. Found in Table III is the top ranked learner goal, "To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)." The top ranked supportive goal was "To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped."

Superintendents. As a group the superintendents of the public schools in Mississippi adopted all 34 goal statements. The number one goal in order of priority, as indicated in Table IV, was the learner goal, "To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)." The highest priority among the supportive goals was "To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region."

Principals. Principals as a group lent their support by adopting all 34 goal statements for the public elementary and secondary schools of Mississippi. As shown in Table V, the highest priority was the supportive goal, "To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region." The highest priority among the learner goals was "To identify and cultivate acceptable moral and ethical values within the framework of the democratic process."

TABLE III

GOALS FOR THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MISSISSIPPI RANKED IN ORDER OF PRIORITY AS EXPRESSED BY SELECTED SCHOOL BOARD MEMBERS

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	L- 3	To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding,, drafting, etc.)	34	14	–	–	–	48	226	4.7083
2	S- 4	To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped	32	15	1	–	–	48	223	4.6658
3.5	L-10	To identify and cultivate acceptable moral and ethical values within the framework of the democratic process	29	16	2	–	–	47	215	4.5745
3.5	S-21	To promote effective administrative leadership in the public schools of Mississippi	28	18	1	–	–	47	215	4.5745
5	L- 5	To develop positive attitudes toward the conditions that promote good physical and mental health	23	23	1	–	–	47	210	4.4681
6	S-12	To provide a program of recognition and rewards for teachers which is designed to attract and retain highly competent people	26	19	1	1	1	48	212	4.4166
8	L- 1	To develop an awareness of civic privileges and responsibilities	20	24	4	–	–	48	208	4.3333
8	S-13	To provide for the maximum use of educational facilities throughout the school day and the calendar year	23	19	5	1	–	48	208	4.3333
8	S-19	To promote effective usage of instructional media, supplies, equipment, and materials to aid the teaching-learning process	18	28	2	–	–	48	208	4.3333
10	S-14	To provide a more equitable financial support to all school districts	21	21	4	–	1	47	202	4.2979
11	L- 8	To develop positive attitudes toward the environment and its natural resources	15	29	2	–	–	46	197	4.2826
12	S-11	To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region	24	15	6	1	1	47	201	4.2766
13	L- 9	To develop a positive self-concept	17	24	5	–	–	46	196	4.2709
14	L- 2	To acquire self-direction in learning activities	18	24	4	1	–	47	200	4.2553
15	L- 4	To develop positive attitudes in the area of human relations	16	25	5	–	–	46	195	4.2391

TABLE III (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
16	S-23	To provide a State Department of Education that offers supportive services, leadership, and regulatory functions to all school districts within the State	19	21	5	1	1	47	197	4.1915
17	S-15	To provide a unified program of continuing evaluation to measure the performance of students enrolled in the public schools of Mississippi	16	25	7	–	–	48	201	4.1875
18.5	S-10	To provide effective programs for all school age students including those who are economically and environmentally deprived	15	24	8	–	–	47	195	4.1489
18.5	S-22	To promote the utilization of programs that enhance the teaching-learning process	14	27	5	1	–	47	195	4.1489
20	S- 7	To provide adequate guidance facilities and services at both the elementary and secondary levels	17	19	9	–	2	47	190	4.0426
21	L- 6	To provide motor skills appropriate to age and growth levels	8	31	8	–	–	47	188	4.0000
22	S-24	To provide an opportunity for all school districts to use the services provided by the educational television network	11	25	9	1	1*	47	185	3.9362
23.5	L- 7	To develop skills in the creative use of leisure time	2	23	8	1	2	46	180	3.9130
23.5	S- 9	To provide educational opportunities for adults in each school district	12	21	10	3	–	46	180	3.9130
25	S-16	To provide appropriate learning experiences to reduce high rates of nonpromotions in the public schools of Mississippi	10	24	12	2	–	48	186	3.8750
26	S- 3	To provide special physical and psychological examinations for all students	12	21	10	3	1	47	181	3.8511
27	S-17	To provide for school district reorganization by creating uniform state laws for all school districts	17	14	9	5	2	47	180	3.8298
28	S- 5	To provide techniques for identifying actual and/or potential dropouts and to develop programs to accommodate dropouts	14	17	11	3	2	47	179	3.8085
29	S-20	To provide an opportunity for the professional staffs of all school districts to develop competencies for writing educational objectives in behavioral and measurable terms	5	21	17	2	–	45	164	3.6444
30	S-18	To provide an opportunity for those affected by school policies and programs to have a voice in the development of such policies and programs	9	18	13	6	1	47	169	3.5957
31	S- 2	To provide a compulsory school attendance law	20	7	8	7	6	48	172	3.5833

TABLE III (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
32	S- 1	To provide a public school kindergarten program	16	12	9	5	6	48	171	3.5625
33	S- 6	To provide follow-up data on the graduates of the public schools in Mississippi	5	23	13	4	3	48	167	3.4792
34	S- 8	To provide for students' involvement in planning their own learning activities	4	21	8	12	3	48	155	3.2292

TABLE IV

GOALS FOR THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MISSISSIPPI RANKED IN ORDER OF PRIORITY AS EXPRESSED BY SUPERINTENDENTS

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	L- 3	To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)	99	27	1	–	–	127	606	4.7716
2	S-11	To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region	92	36	–	–	–	128	604	4.7187
3	S- 4	To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped	90	38	–	–	–	128	602	4.7031
4	S-21	To promote effective administrative leadership in the public schools of Mississippi	91	35	2	–	–	128	601	4.6953
5	S-14	To provide a more equitable financial support to all school districts	90	30	5	–	–	125	585	4.6800
6	L- 1	To develop an awareness of civic privileges and responsibilities	85	42	–	–	–	127	593	4.6692
7	L-10	To identify and cultivate acceptable moral and ethical values within the framework of the democratic process	85	40	1	–	–	126	588	4.6666
8	L- 9	To develop a positive self-concept	74	49	1	1	–	125	571	4.5680
9	L- 5	To develop positive attitudes toward the conditions that promote good physical and mental health	70	56	1	–	–	127	577	4.5433
10	S-12	To provide a program of recognition and rewards for teachers which is designed to attract and retain highly competent people	78	43	5	2	–	128	581	4.5390
11	L- 2	To acquire self-direction in learning activities	69	55	3	–	–	127	574	4.5196
12	S-23	To provide a State Department of Education that offers supportive services, leadership, and regulatory functions to all school districts within the State	69	52	2	–	1	124	560	4.5161
13.5	S-19	To promote effective usage of instructional media, supplies, equipment, and materials to aid the teaching-learning process	64	60	4	–	–	128	572	4.4687
13.5	S-22	To promote the utilization of programs that enhance the teaching-learning process	62	64	2	–	–	128	572	4.4687

TABLE IV (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
15	L- 4	To develop positive attitudes in the area of human relations	64	57	5	–	–	126	563	4.4682
16	L- 8	To develop positive attitudes toward the environment and its natural resources	62	59	4	–	–	125	558	4.4640
17	S-10	To provide effective programs for all school age students including those who are economically and environmentally deprived	62	61	3	–	1	127	564	4.4409
18	L- 6	To provide motor skills appropriate to age and growth levels	55	70	1	–	–	126	558	4.4285
19	S- 7	To provide adequate guidance facilities and services at both the elementary and secondary levels	61	59	2	2	1	125	552	4.4160
20	S- 5	To provide techniques for identifying actual and/or potential dropouts and to develop programs to accommodate dropouts	54	65	6	2	1	128	553	4.3203
21	S-16	To provide appropriate learning experiences to reduce high rates of nonpromotions in the public schools of Mississippi	52	67	7	1	1	128	552	4.3125
22	S-17	To provide for school district reorganization by creating uniform state laws for all school districts	71	36	9	6	4	126	542	4.3015
23	L- 7	To develop skills in the creative use of leisure time	49	67	11	–	–	127	546	4.2992
24	S-15	To provide a unified program of continuing evaluation to measure the performance of students enrolled in the public schools of Mississippi	49	66	11	1	1	128	545	4.2578
25	S-13	To provide for the maximum use of educational facilities throughout the school day and the calendar year	48	62	15	–	2	127	535	4.2125
26	S-24	To provide an opportunity for all school districts to use the services provided by the educational television network	46	64	15	1	1	127	534	4.2047
27	S-20	To provide an opportunity for the professional staffs of all school districts to develop competencies for writing educational objectives in behavioral and measurable terms	38	70	17	3	–	128	527	4.1171
28	S- 9	To provide educational opportunities for adults in each school district	22	82	20	1	1	126	501	3.9761
29	S- 6	To provide follow-up data on the graduates of the public schools in Mississippi	26	75	20	3	1	125	497	3.9760
30	S-18	To provide an opportunity for those affected by school policies and programs to have a voice in the development of such policies and programs	22	79	17	8	1	127	494	3.8897
31	S- 1	To provide a public school kindergarten program	37	40	29	15	7	128	469	3.6640

TABLE IV (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
32	S- 3	To provide special physical and psychological examinations for all students	22	52	31	14	4	123	443	3.6016
33	S- 8	To provide for students' involvement in planning their own learning activities	13	72	22	13	5	125	450	3.6000
34	S- 2	To provide a compulsory school attendance law	23	47	27	19	11	127	433	3.4094

TABLE V

GOALS FOR THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MISSISSIPPI RANKED IN ORDER OF PRIORITY AS EXPRESSED BY SELECTED PRINCIPALS

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	S-11	To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region	97	14	1	1	–	113	546	4.8318
2	L-10	To identify and cultivate acceptable moral and ethical values within the framework of the democratic process	85	24	4	1	–	114	535	4.6929
3	S- 4	To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped	84	22	4	2	–	112	524	4.6785
4	L- 9	To develop a positive self-concept	77	31	4	–	–	112	521	4.6517
5.5	L- 1	To develop an awareness of civic privileges and responsibilities	74	39	1	–	–	114	529	4.6403
5.5	L- 3	To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)	78	32	3	1	–	114	529	4.6403
7	S-21	To promote effective administrative leadership in the public schools of Mississippi	73	38	2	–	–	113	523	4.6283
8	S-14	To provide a more equitable financial support to all school districts	77	28	4	1	1	111	512	4.6126
9	L- 5	To develop positive attitudes toward the conditions that promote good physical and mental health	71	38	2	–	1	112	514	4.5892
10	L- 4	To develop positive attitudes in the area of human relations	69	36	6	–	–	111	507	4.5675
11	L- 2	To acquire self-direction in learning activities	65	44	4	–	–	113	513	4.5398
12	S-23	To provide a State Department of Education that offers supportive services, leadership, and regulatory functions to all school districts within the State	66	41	5	1	–	113	511	4.5221
13	S-12	To provide a program of recognition and rewards for teachers which is designed to attract and retain highly competent people	71	32	8	–	2	113	509	4.5044
14	S- 7	To provide adequate guidance facilities and services at both the elementary and secondary levels	62	44	3	2	–	111	499	4.4954
15	S-22	To promote the utilization of programs that enhance the teaching-learning process	62	44	6	1	–	113	506	4.4778

TABLE V (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
16	S-19	To promote effective usage of instructional media, supplies, equipment, and materials to aid the teaching-learning process	56	51	4	–	–	111	496	4.4684
17	L- 8	To develop positive attitudes toward the environment and its natural resources	56	52	5	–	–	113	503	4.4513
18	L- 6	To provide motor skills appropriate to age and growth levels	55	50	8	–	–	113	499	4.4159
19	S-10	To provide effective programs for all school age students including those who are economically and environmentally deprived	56	49	6	1	1	113	497	4.3982
20	S-16	To provide appropriate learning experiences to reduce high rates of nonpromotions in the public schools of Mississippi	59	47	3	4	1	114	501	4.3947
21	S- 5	To provide techniques for identifying actual and/or potential dropouts and to develop programs to accommodate dropouts	52	52	7	1	–	112	491	4.3839
22	S-15	To provide a unified program of continuing evaluation to measure the performance of students enrolled in the public schools of Mississippi	45	60	9	–	–	114	492	4.3157
23	S-13	To provide for the maximum use of educational facilities throughout the school day and the calendar year	55	41	12	5	–	113	485	4.2920
24	L- 7	To develop skills in the creative use of leisure time	38	63	10	1	–	112	474	4.2321
25	S-24	To provide an opportunity for all school districts to use the services provided by the educational television network	42	54	17	1	–	114	479	4.2017
26	S-18	To provide an opportunity for those affected by school policies and programs to have a voice in the development of such policies and programs	39	59	11	3	1	113	471	4.1681
27	S-17	To provide for school district reorganization by creating uniform state laws for all school districts	47	36	22	5	1	111	456	4.1081
28	S- 9	To provide educational opportunities for adults in each school district	29	67	15	1	–	112	460	4.1071
29	S-20	To provide an opportunity for the professional staffs of all school districts to develop competencies for writing educational objectives in behavioral and measurable terms	28	66	17	–	2	113	457	4.0442
30	S- 1	To provide a public school kindergarten program	50	23	22	11	4	110	434	3.9454
31	S- 8	To provide for students' involvement in planning their own learning activities	26	63	12	11	–	112	440	3.9285

TABLE V (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
32	S- 6	To provide follow-up data on the graduates of the public schools in Mississippi	21	65	22	2	1	111	436	3.9279
33	S- 3	To provide special physical and psychological examinations for all students	30	49	19	10	2	110	425	3.8636
34	S- 2	To provide a compulsory school attendance law	41	25	18	16	12	112	403	3.5982

Teachers. Teachers as a group added their support by adopting all 34 goal statements for the public elementary and secondary schools of Mississippi. As revealed in Table VI, the top ranked goal was the supportive goal, "To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region." The top ranked learner goal was "To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)."

Students. Students as a group also adopted all 34 goal statements for the public elementary and secondary schools of Mississippi. As indicated in Table VII, the goal ranked of highest priority by students was the supportive goal, "To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped." The highest ranked learner goal was "To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)."

Parents. Parents as a group likewise adopted all 34 goal statements for the public elementary and secondary schools of Mississippi. As shown in Table VIII, the goal ranked of highest priority by parents was the learner goal, "To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)." The highest ranked supportive goal was "To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped."

TABLE VI

GOALS FOR THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MISSISSIPPI RANKED IN ORDER OF PRIORITY AS EXPRESSED BY SELECTED TEACHERS

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	S-11	To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region	81	6	–	–	–	87	429	4.9310
2	S- 4	To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped	71	14	2	–	–	87	417	4.7931
3	L- 3	To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)	70	16	–	1	–	87	416	4.7816
4	S-21	To promote effective administrative leadership in the public schools of Mississippi	62	24	1	–	–	87	409	4.7011
5	L- 5	To develop positive attitudes toward the conditions that promote good physical and mental health	59	27	1	–	–	87	406	4.6667
6	L-10	To identify and cultivate acceptable moral and ethical values within the framework of the democratic process	58	23	5	–	–	86	397	4.6163
7	S-10	To provide effective programs for all school age students including those who are economically and environmentally deprived	51	31	2	–	–	84	385	4.5833
8	S- 7	To provide adequate guidance facilities and services at both the elementary and secondary levels	54	29	2	1	–	86	394	4.5814
9	S-19	To promote effective usage of instructional media, supplies, equipment, and materials to aid the teaching-learning process	51	32	2	–	–	85	389	4.5764
10	L- 2	To acquire self-direction in learning activities	52	31	3	–	–	86	393	4.5697
11	L- 4	To develop positive attitudes in the area of human relations	49	34	2	–	–	85	387	4.5529
12	L- 1	To develop an awareness of civic privileges and responsibilities	46	39	1	–	–	86	389	4.5232
13	S-14	To provide a more equitable financial support to all school districts	47	32	4	–	–	83	375	4.5180
14	L- 9	To develop a positive self-concept	49	31	5	–	–	85	384	4.5176

TABLE VI (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
15	S-23	To provide a State Department of Education that offers supportive services, leadership, and regulatory functions to all school districts within the State	49	31	7	–	–	87	390	4.4827
16	S-22	To promote the utilization of programs that enhance the teaching-learning process	45	36	4	–	–	85	381	4.4823
17	L- 6	To provide motor skills appropriate to age and growth levels	45	37	4	–	–	86	385	4.4766
18	S-13	To provide for the maximum use of educational facilities throughout the school day and the calendar year	46	32	7	1	–	86	381	4.4302
19.5	L- 7	To develop skills in the creative use of leisure time	43	34	9	–	–	86	378	4.3953
19.5	S-12	To provide a program of recognition and rewards for teachers which is designed to attract and retain highly competent people	49	23	13	1	–	86	378	4.3953
21	L- 8	To develop positive attitudes toward the environment and its natural resources	39	39	6	–	–	84	369	4.3929
22	S- 5	To provide techniques for identifying actual and/or potential dropouts and to develop programs to accommodate dropouts	44	29	11	2	–	86	373	4.3372
23	S-16	To provide appropriate learning experiences to reduce high rates of nonpromotions in the public schools of Mississippi	44	27	13	–	2	86	369	4.2906
24	S- 9	To provide educational opportunities for adults in each school district	33	43	7	1	–	84	360	4.2857
25	S-24	To provide an opportunity for all school districts to use the services provided by the educational television network	37	39	9	2	–	87	372	4.2758
26	S- 2	To provide a compulsory school attendance law	48	16	16	3	2	85	360	4.2353
27	S-15	To provide a unified program of continuing evaluation to measure the performance of students enrolled in the public schools of Mississippi	32	41	12	1	–	86	362	4.2093
28	S-18	To provide an opportunity for those affected by school policies and programs to have a voice in the development of such policies and programs	33	38	14	1	1	87	362	4.1609
29	S- 1	To provide a public school kindergarten program	46	16	18	6	1	87	361	4.1494
30	S- 3	To provide special physical and psychological examinations for all students	28	39	16	2	–	85	348	4.0941
31	S-20	To provide an opportunity for the professional staffs of all school districts to develop competencies for writing educational objectives in behavioral and measurable terms	18	42	27	–	–	87	339	3.8965

TABLE VI (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
32	S-17	To provide for school district reorganization by creating uniform state laws for all school districts	29	21	26	7	1	84	322	3.8333
33	S- 6	To provide follow-up data on the graduates of the public schools in Mississippi	13	37	32	1	–	83	311	3.7470
34	S- 8	To provide for students' involvement in planning their own learning activities	10	46	21	7	–	84	311	3.7024

TABLE VII

GOALS FOR THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MISSISSIPPI RANKED IN ORDER OF PRIORITY AS EXPRESSED BY SELECTED STUDENTS

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	S- 4	To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped	71	19	1	1	–	92	436	4.7391
2	S-11	To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region	66	19	7	–	–	92	427	4.6413
3	S-21	To promote effective administrative leadership in the public schools of Mississippi	56	34	2	–	–	92	422	4.5869
4	S-19	To promote effective usage of instructional media, supplies, equipment, and materials to aid the teaching-learning process	54	33	4	–	–	91	414	4.5494
5	L- 3	To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)	55	32	5	–	–	92	418	4.5434
6.5	L- 1	To develop an awareness of civic privileges and responsibilities	52	35	4	–	–	91	412	4.5274
6.5	L- 5	To develop positive attitudes toward the conditions that promote good physical and mental health	54	33	3	–	1	91	412	4.5274
8.5	S-10	To provide effective programs for all school age students including those who are economically and environmentally deprived	54	31	6	1	–	92	414	4.5000
8.5	L- 4	To develop positive attitudes in the area of human relations	55	29	7	1	–	92	414	4.5000
10	L- 9	To develop a positive self-concept	48	35	4	2	–	89	396	4.4494
11	S-14	To provide a more equitable financial support to all school districts	52	27	9	2	–	90	399	4.4333
12	L-10	To identify and cultivate acceptable moral and ethical values within the framework of the democratic process	49	32	10	–	–	91	403	4.4285
13	S- 7	To provide adequate guidance facilities and services at both the elementary and secondary levels	44	42	4	1	–	91	402	4.4175

TABLE VII (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
14	S-18	To provide an opportunity for those affected by school policies and programs to have a voice in the development of such policies and programs	47	39	3	2	1	92	405	4.4021
15	L- 8	To develop positive attitudes toward the environment and its natural resources	47	33	8	2	–	90	395	4.3888
16	S-22	To promote the utilization of programs that enhance the teaching-learning process	44	33	11	1	–	89	387	4.3483
17	S-23	To provide a State Department of Education that offers supportive services, leadership, and regulatory functions to all school districts within the State	42	40	9	1	–	92	399	4.3369
18	L- 2	To acquire self-direction in learning activities	37	41	11	1	1	91	385	4.2307
19	S-12	To provide a program of recognition and rewards for teachers which is designed to attract and retain highly competent people	43	29	15	5	–	92	386	4.1956
20	S- 9	To provide educational opportunities for adults in each school district	27	51	13	1	–	92	380	4.1304
21	S-24	To provide an opportunity for all school districts to use the services provided by the educational television network	33	43	10	6	–	92	379	4.1195
22	S-13	To provide for the maximum use of educational facilities throughout the school day and the calendar year	37	33	17	4	1	92	377	4.0978
23	L- 7	To develop skills in the creative use of leisure time	31	39	17	2	1	90	367	4.0777
24	S- 8	To provide for students' involvement in planning their own learning activities	38	34	11	7	2	92	375	4.0760
25	S- 5	To provide techniques for identifying actual and/or potential dropouts and to develop programs to accommodate dropouts	38	33	11	9	1	92	374	4.0652
26	S-15	To provide a unified program of continuing evaluation to measure the performance of students enrolled in the public schools of Mississippi	22	52	18	–	–	92	372	4.0434
27	S- 1	To provide a public school kindergarten program	38	27	21	4	2	92	371	4.0326
28	S-16	To provide appropriate learning experiences to reduce high rates of nonpromotions in the public schools of Mississippi	31	38	15	6	1	91	365	4.0109
29	L- 6	To provide motor skills appropriate to age and growth levels	23	43	23	1	–	90	358	3.9777
30	S-20	To provide an opportunity for the professional staffs of all school districts to develop competencies for writing educational objectives in behavioral and measurable terms	23	39	24	5	–	91	353	3.8791
31	S- 2	To provide a compulsory school attendance law	35	25	12	17	2	91	347	3.8131

TABLE VII (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
32	S- 3	To provide special physical and psychological examinations for all students	20	37	20	14	1	92	337	3.6630
33	S- 6	To provide follow-up data on the graduates of the public schools in Mississippi	12	33	41	3	–	89	321	3.6067
34	S-17	To provide for school district reorganization by creating uniform state laws for all school districts	16	28	31	15	1	91	316	3.4725

TABLE VIII

GOALS FOR THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MISSISSIPPI RANKED IN ORDER OF PRIORITY AS EXPRESSED BY SELECTED PARENTS

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	L- 3	To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)	35	16	–	1	–	52	241	4.6346
2	S- 4	To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped	33	17	–	2	–	52	237	4.5576
3	L- 5	To develop positive attitudes toward the conditions that promote good physical and mental health	30	19	2	–	–	51	232	4.5490
4	S-14	To provide a more equitable financial support to all school districts	28	22	1	–	–	51	231	4.5294
5	S-11	To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region	31	17	4	–	–	52	235	4.5192
6	S-21	To promote effective administrative leadership in the public schools of Mississippi	30	20	3	–	–	53	239	4.5094
7.5	S-19	To promote effective usage of instructional media, supplies, equipment, and materials to aid the teaching-learning process	26	23	4	–	–	53	234	4.4150
7.5	S-12	To provide a program of recognition and rewards for teachers which is designed to attract and retain highly competent people	27	22	3	1	–	53	234	4.4150
9	L-10	To identify and cultivate acceptable moral and ethical values within the framework of the democratic process	26	22	3	1	–	52	229	4.4038
10	L- 4	To develop positive attitudes in the area of human relations	25	20	6	–	–	51	223	4.3725
11	S-13	To provide for the maximum use of educational facilities throughout the school day and the calendar year	27	19	4	2	–	52	227	4.3653
12.5	L- 2	To acquire self-direction in learning activities	23	23	6	–	–	52	225	4.3269
12.5	S- 7	To provide adequate guidance facilities and services at both the elementary and secondary levels	26	19	5	2	–	52	225	4.3269
14	S-10	To provide effective programs for all school age students including those who are economically and environmentally deprived	23	21	8	–	–	52	223	4.2884

TABLE VIII (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
15	L- 1	To develop an awareness of civic privileges and responsibilities	20	28	5	–	–	53	227	4.2830
16	S-23	To provide a State Department of Education that offers supportive services, leadership, and regulatory functions to all school districts within the State	23	24	3	3	–	53	226	4.2641
17	S-24	To provide an opportunity for all school districts to use the services provided by the educational television network	21	25	4	2	–	52	221	4.2500
18	L- 7	To develop skills in the creative use of leisure time	19	26	3	2	–	50	212	4.2400
19	L- 9	To develop a positive self-concept	23	19	7	1	1	51	215	4.2156
20	S-22	To promote the utilization of programs that enhance the teaching-learning process	20	25	6	–	1	52	219	4.2115
21	S-18	To provide an opportunity for those affected by school policies and programs to have a voice in the development of such policies and programs	23	19	9	1	1	53	221	4.1698
22	L- 6	To provide motor skills appropriate to age and growth levels	15	29	8	–	–	52	215	4.1346
23	S- 3	To provide special physical and psychological examinations for all students	20	19	7	2	1	49	202	4.1224
24	L- 8	To develop positive attitudes toward the environment and its natural resources	14	30	8	–	–	52	214	4.1153
25	S-16	To provide appropriate learning experiences to reduce high rates of nonpromotions in the public schools of Mississippi	21	19	11	2	–	53	218	4.1132
26	S-15	To provide a unified program of continuing evaluation to measure the performance of students enrolled in the public schools of Mississippi	14	31	6	–	1	52	213	4.0961
27	S- 9	To provide educational opportunities for adults in each school district	20	20	5	4	1	50	204	4.0800
28	S- 1	To provide a public school kindergarten program	25	12	9	5	2	53	212	4.0000
29	S-20	To provide an opportunity for the professional staffs of all school districts to develop competencies for writing educational objectives in behavioral and measurable terms	13	26	14	–	–	53	211	3.9811
30	S- 2	To provide a compulsory school attendance law	30	7	4	8	4	53	210	3.9622
31	S- 8	To provide for students' involvement in planning their own learning activities	14	24	9	3	1	51	200	3.9215
32	S- 6	To provide follow-up data on the graduates of the public schools in Mississippi	13	21	14	4	–	52	199	3.8269

TABLE VIII (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
33	S- 5	To provide techniques for identifying actual and/or potential dropouts and to develop programs to accommodate dropouts	17	16	11	6	2	52	196	3.7692
34	S-17	To provide for school district reorganization by creating uniform state laws for all school districts	15	18	14	4	2	53	199	3.7547

Legislators. Legislators as a group adopted 31 of the 34 goal statements for the public elementary and secondary schools of Mississippi. As revealed in Table IX, the three goal statements that were rejected were the supportive goals "To provide a compulsory school attendance law," "To provide for students' involvement in planning their own learning activities," and "To provide a public school kindergarten program." The top priority goal statement was the learner goal, "To develop an awareness of civic privileges and responsibilities." The top priority supportive goal was "To provide a program of recognition and rewards for teachers which is designed to attract and retain highly competent people."

Higher education personnel. Personnel in higher education adopted all 34 goal statements for the public elementary and secondary schools of Mississippi. As indicated in Table X, the goal ranked of highest priority was the learner goal, "To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)." The highest priority supportive goal was "To provide a more equitable financial support to all school districts."

Business and industry managers. The managers for business and industries in Mississippi adopted all 34 goal statements for the public elementary and secondary schools. As shown in Table XI, the goal ranked as top priority was the learner goal, "To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)." The top ranked supportive goal was "To promote effective administrative leadership in the public schools of Mississippi."

TABLE IX

GOALS FOR THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MISSISSIPPI RANKED IN ORDER OF PRIORITY AS EXPRESSED BY LEGISLATORS

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1.5	L- 1	To develop an awareness of civic privileges and responsibilities	19	11	1	–	–	31	142	4.5806
1.5	L- 3	To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)	20	9	2	–	–	31	142	4.5806
3	S-12	To provide a program of recognition and rewards for teachers which is designed to attract and retain highly competent people	16	15	–	–	–	31	140	4.5161
4	S- 4	To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped	15	16	–	–	–	31	139	4.4838
5	S-21	To promote effective administrative leadership in the public schools of Mississippi	13	17	1	–	–	31	136	4.3870
6	L- 2	To acquire self-direction in learning activities	13	16	2	–	–	31	135	4.3548
7.5	L- 5	To develop positive attitudes toward the conditions that promote good physical and mental health	10	19	2	–	–	31	132	4.2580
7.5	S-13	To provide for the maximum use of educational facilities throughout the school day and the calendar year	13	14	3	1	–	31	132	4.2580
9	L-10	To identify and cultivate acceptable moral and ethical values within the framework of the democratic process	12	14	5	–	–	31	131	4.2258
10	S-23	To provide a State Department of Education that offers supportive services, leadership, and regulatory functions to all school districts within the State	11	15	2	2	–	30	125	4.1666
11	L- 8	To develop positive attitudes toward the environment and its natural resources	11	15	4	1	–	31	129	4.1612
12	S-10	To provide effective programs for all school age students including those who are economically and environmentally deprived	10	15	4	1	–	30	124	4.1333
13	L- 9	To develop a positive self-concept	9	16	4	1	–	30	123	4.1000

TABLE IX (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
14.5	S-19	To promote effective usage of instructional media, supplies, equipment, and materials to aid the teaching-learning process	8	18	5	–	–	31	127	4.0967
14.5	S-22	To promote the utilization of programs that enhance the teaching-learning process	8	18	5	–	–	31	127	4.0967
16	L- 6	To provide motor skills appropriate to age and growth levels	8	17	4	1	–	30	122	4.0666
17	S-24	To provide an opportunity for all school districts to use the services provided by the educational television network	12	10	8	1	–	31	126	4.0645
18	L- 4	To develop positive attitudes in the area of human relations	8	17	5	–	1	31	124	4.0000
20	S- 5	To provide techniques for identifying actual and/or potential dropouts and to develop programs to accommodate dropouts	10	14	4	2	1	31	123	3.9677
20	S-14	To provide a more equitable financial support to all school districts	8	16	5	2	–	31	123	3.9677
20	S-15	To provide a unified program of continuing evaluation to measure the performance of students enrolled in the public schools of Mississippi	7	18	4	2	–	31	123	3.9677
22	S-11	To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region	5	19	6	1	–	31	121	3.9032
23	S- 7	To provide adequate guidance facilities and services at both the elementary and secondary levels	8	13	8	2	–	31	120	3.8709
24	S-16	To provide appropriate learning experiences to reduce high rates of nonpromotions in the public schools of Mississippi	5	15	7	3	–	30	112	3.7333
25.5	S- 3	To provide special physical and psychological examinations for all students	7	12	6	3	1	29	108	3.7241
25.5	S- 9	To provide educational opportunities for adults in each school district	4	17	4	4	–	29	108	3.7241
27	L- 7	To develop skills in the creative use of leisure time	6	14	7	4	–	31	115	3.7096
28	S- 6	To provide follow-up data on the graduates of the public schools in Mississippi	3	14	11	2	1	31	109	3.5161
29	S-17	To provide for school district reorganization by creating uniform state laws for all school districts	6	9	8	4	2	29	100	3.4482
30	S-20	To provide an opportunity for the professional staffs of all school districts to develop competencies for writing educational objectives in behavioral and measurable terms	3	10	13	3	1	30	101	3.3666

TABLE IX (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
31	S-18	To provide an opportunity for those affected by school policies and programs to have a voice in the development of such policies and programs	4	8	11	8	–	31	101	3.2580
32.5	S- 2	To provide a compulsory school attendance law	9	3	2	7	9	30	86	2.8666
32.5	S- 8	To provide for students' involvement in planning their own learning activities	1	8	9	10	2	30	86	2.8666
34	S- 1	To provide a public school kindergarten program	6	6	4	7	8	31	88	2.8387

TABLE X

GOALS FOR THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MISSISSIPPI RANKED IN ORDER OF PRIORITY AS EXPRESSED BY SELECTED HIGHER EDUCATION PERSONNEL

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	L- 3	To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)	30	3	–	–	–	33	162	4.9090
2.5	L- 9	To develop a positive self-concept	26	6	1	–	–	33	157	4.7575
2.5	S-14	To provide a more equitable financial support to all school districts	26	6	1	–	–	33	157	4.7575
4	S-10	To provide effective programs for all school age students including those who are economically and environmentally deprived	27	4	–	2	–	33	155	4.6969
7	L- 4	To develop positive attitudes in the area of human relations	24	7	2	–	–	33	154	4.6666
7	L- 5	To develop positive attitudes toward the conditions that promote good physical and mental health	23	9	1	–	–	33	154	4.6666
7	S-11	To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region	25	6	1	1	–	33	154	4.6666
7	S-21	To promote effective administrative leadership in the public schools of Mississippi	24	7	2	–	–	33	154	4.6666
7	S-23	To provide a State Department of Education that offers supportive services, leadership, and regulatory functions to all school districts within the State	23	9	1	–	–	33	154	4.6666
11	S-13	To provide for maximum use of educational facilities throughout the school day and the calendar year	21	12	–	–	–	33	153	4.6363
11	S-18	To provide an opportunity for those affected by school policies and programs to have a voice in the development of such policies and programs	22	10	1	–	–	33	153	4.6363
11	S-19	To promote effective usage of instructional media, supplies, equipment, and materials to aid the teaching-learning process	22	10	1	–	–	33	153	4.6363
13.5	L- 1	To develop an awareness of civic privileges and responsibilities	21	11	1	–	–	33	152	4.6060
13.5	S-22	To promote the utilization of programs that enhance the teaching-learning process	23	7	3	–	–	33	152	4.6060

TABLE X (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
15	L- 6	To provide motor skills appropriate to age and growth levels	21	10	2	–	–	33	151	4.5757
16.5	L- 2	To acquire self-direction in learning activities	23	7	1	2	–	33	150	4.5454
16.5	L-10	To identify and cultivate acceptable moral and ethical values within the framework of the democratic process	23	5	5	–	–	33	150	4.5454
18.5	L- 7	To develop skills in the creative use of leisure time	17	14	1	–	–	32	144	4.5000
18.5	S- 4	To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped	21	8	1	2	–	32	144	4.5000
20	S-17	To provide for school district reorganization by creating uniform state laws for all school districts	23	5	4	–	1	33	148	4.4848
21	S- 9	To provide educational opportunities for adults in each school district	18	12	3	–	–	33	147	4.4545
22	S-16	To provide appropriate learning experiences to reduce high rates of nonpromotions in the public schools of Mississippi	21	7	4	–	1	33	146	4.4242
23	S- 2	To provide a compulsory school attendance law	18	11	3	1	–	33	145	4.3939
24	L- 8	To develop positive attitudes toward the environment and its natural resources	17	10	5	–	–	32	140	4.3750
25	S-12	To provide a program of recognition and rewards for teachers which is designed to attract and retain highly competent people	22	6	2	1	2	33	144	4.3636
26	S- 5	To provide techniques for identifying actual and/or potential dropouts and to develop programs to accommodate dropouts	16	14	1	2	–	33	143	4.3333
27	S- 1	To provide a public school kindergarten program	20	8	2	1	2	33	142	4.3030
28.5	S- 7	To provide adequate guidance facilities and services at both the elementary and secondary levels	16	11	4	2	–	33	140	4.2424
28.5	S-15	To provide a unified program of continuing evaluation to measure the performance of students enrolled in the public schools of Mississippi	12	17	4	–	–	33	140	4.2424
30	S-24	To provide an opportunity for all school districts to use the services provided by the educational television network	14	12	5	–	2	33	135	4.0909
31	S- 8	To provide for students' involvement in planning their own learning activities	13	12	3	3	1	32	129	4.0312

TABLE X (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
32	S- 6	To provide follow-up data on the graduates of the public schools in Mississippi	12	10	9	2	–	33	131	3.9696
33	S-20	To provide an opportunity for the professional staffs of all school districts to develop competencies for writing educational objectives in behavioral and measurable terms	11	13	7	–	2	33	130	3.9393
34	S- 3	To provide special physical and psychological examinations for all students	8	13	7	2	2	32	119	3.7187

TABLE XI

GOALS FOR THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MISSISSIPPI RANKED IN ORDER OF PRIORITY AS EXPRESSED BY SELECTED BUSINESS AND INDUSTRY MANAGERS

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	L- 3	To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)	35	13	1	–	–	49	230	4.6939
2	L- 1	To develop an awareness of civic privileges and responsibilities	25	25	–	–	–	50	225	4.5000
3	S-21	To promote effective administrative leadership in the public schools of Mississippi	24	25	–	–	–	49	220	4.4898
4	S- 4	To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped	23	26	–	–	–	49	219	4.4694
5.5	L- 4	To develop positive attitudes in the area of human relations	22	26	1	–	–	49	217	4.4286
5.5	L- 5	To develop positive attitudes toward the conditions that promote good physical and mental health	22	26	1	–	–	49	217	4.4286
7	L-10	To identify and cultivate acceptable moral and ethical values within the framework of the democratic process	21	26	1	–	–	48	212	4.4167
8	S-13	To provide for the maximum use of educational facilities throughout the school day and the calendar year	20	26	2	–	–	48	210	4.3750
9	S-12	To provide a program of recognition and rewards for teachers which is designed to attract and retain highly competent people	22	23	4	–	–	49	214	4.3673
10	L- 2	To acquire self-direction in learning activities	18	28	2	–	–	48	208	4.3333
11	S-22	To promote the utilization of programs that enhance the teaching-learning process	14	31	2	–	–	47	200	4.2553
12	L- 8	To develop positive attitudes toward the environment and its natural resources	14	32	2	–	–	48	204	4.2500
13	S-11	To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region	17	26	6	–	–	49	207	4.2245
14	S-19	To promote effective usage of instructional media, supplies, equipment, and materials to aid the teaching-learning process	12	36	–	–	1	49	205	4.1837

TABLE XI (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
15.5	S-10	To provide effective programs for all school age students including those who are economically and environmentally deprived	14	26	7	1	–	48	197	4.1042
15.5	S-14	To provide a more equitable financial support to all school districts	14	26	7	1	–	48	197	4.1042
17	S-24	To provide an opportunity for all school districts to use the services provided by the educational television network	16	24	8	–	1	49	201	4.1020
18	S- 2	To provide a compulsory school attendance law	23	15	6	2	3	49	200	4.0816
19	S-23	To provide a State Department of Education that offers supportive services, leadership, and regulatory functions to all school districts within the State	12	28	5	3	–	48	193	4.0208
20	L- 9	To develop a positive self-concept	11	28	10	–	–	49	197	4.0204
21.5	L- 6	To provide motor skills appropriate to age and growth levels	11	27	11	–	–	49	196	4.0000
21.5	S- 7	To provide adequate guidance facilities and services at both the elementary and secondary levels	10	28	10	–	–	48	192	4.0000
23	L- 7	To develop skills in the creative use of leisure time	13	21	13	1	–	48	190	3.9583
24	S- 5	To provide techniques for identifying actual and/or potential dropouts and to develop programs to accommodate dropouts	8	33	4	2	1	48	189	3.9375
25	S-15	To provide a unified program of continuing evaluation to measure the performance of students enrolled in the public schools of Mississippi	5	35	9	–	–	49	192	3.9184
26	S- 9	To provide educational opportunities for adults in each school district	11	25	10	2	1	49	190	3.8776
27	S- 3	To provide special physical and psychological examinations for all students	7	31	9	1	1	49	189	3.8571
28	S-16	To provide appropriate learning experiences to reduce high rates of nonpromotions in the public schools of Mississippi	7	29	11	1	1	49	187	3.8163
29	S-18	To provide an opportunity for those affected by school policies and programs to have a voice in the development of such policies and programs	10	18	18	3	–	49	182	3.7143
30	S-20	To provide an opportunity for the professional staffs of all school districts to develop competencies for writing educational objectives in behavioral and measurable terms	3	28	15	1	–	47	174	3.7021
31	S-17	To provide for school district reorganization by creating uniform state laws for all school districts	7	21	15	4	1	48	173	3.6042

TABLE XI (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
32	S- 1	To provide a public school kindergarten program	12	19	9	5	4	49	177	3.6123
33	S- 8	To provide for students' involvement in planning their own learning activities	5	20	15	7	–	47	164	3.4894
34	S- 6	To provide follow-up data on the graduates of the public schools in Mississippi	3	20	20	3	1	47	162	3.4468

Organizational leaders. The designated leaders of selected professional educational organizations also adopted all 34 goal statements for the public elementary and secondary schools of Mississippi. As indicated in Table XII, the goal ranked of highest priority was the learner goal, "To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)." The highest ranked supportive goal was "To provide for the maximum use of educational facilities throughout the school day and the calendar year."

TABLE XII

GOALS FOR THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MISSISSIPPI RANKED IN ORDER OF PRIORITY AS EXPRESSED BY SELECTED ORGANIZATIONAL LEADERS

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses: Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	L- 3	To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)	5	1	–	–	–	6	29	4.8333
4.5	L- 1	To develop an awareness of civic privileges and responsibilities	3	3	–	–	–	6	27	4.5000
4.5	L- 9	To develop a positive self-concept	3	3	–	–	–	6	27	4.5000
4.5	L-10	To identify and cultivate acceptable moral and ethical values within the framework of the democratic process	3	3	–	–	–	6	27	4.5000
4.5	S-13	To provide for the maximum use of educational facilities throughout the school day and the calendar year	3	3	–	–	–	6	27	4.5000
4.5	S-21	To promote effective administrative leadership in the public schools of Mississippi	3	3	–	–	–	6	27	4.5000
4.5	S-22	To promote the utilization of programs that enhance the teaching-learning process	3	3	–	–	–	6	27	4.5000
8	L- 2	To acquire self-direction in learning activities	2	3	–	–	–	5	22	4.4000
11	L- 4	To develop positive attitudes in the area of human relations	3	2	1	–	–	6	26	4.3333
11	L- 5	To develop positive attitudes toward the conditions that promote good physical and mental health	3	2	1	–	–	6	26	4.3333
11	S-11	To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region	2	4	–	–	–	6	26	4.3333
11	S-14	To provide a more equitable financial support to all school districts	3	2	1	–	–	6	26	4.3333
11	S-24	To provide an opportunity for all school districts to use the services provided by the educational television network	3	2	1	–	–	6	26	4.3333
16.5	L- 6	To provide motor skills appropriate to age and growth levels	2	3	1	–	–	6	25	4.1666
16.5	S- 7	To provide adequate guidance facilities and services at both the elementary and secondary levels	2	3	1	–	–	6	25	4.1666

TABLE XII (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
16.5	S- 9	To provide educational opportunities for adults in each school district	1	5	–	–	–	6	25	4.1666
16.5	S-12	To provide a program of recognition and rewards for teachers which is designed to attract and retain highly competent people	2	3	1	–	–	6	25	4.1666
16.5	S-16	To provide appropriate learning experiences to reduce high rates of nonpromotions in the public schools of Mississippi	2	3	1	–	–	6	25	4.1666
16.5	S-23	To provide a State Department of Education that offers supportive services, leadership, and regulatory functions to all school districts within the State	3	1	2	–	–	6	25	4.1666
22	L- 7	To develop skills in the creative use of leisure time	1	4	1	–	–	6	24	4.0000
22	L- 8	To develop positive attitudes toward the environment and its natural resources	1	4	1	–	–	6	24	4.0000
22	S- 4	To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped	–	6	–	–	–	6	24	4.0000
22	S-10	To provide effective programs for all school age students including those who are economically and environmentally deprived	–	4	–	–	–	4	24	4.0000
22	S-15	To provide a unified program of continuing evaluation to measure the performance of students enrolled in the public schools of Mississippi	2	3	–	1	–	6	24	4.0000
26	S- 1	To provide a public school kindergarten program	1	3	2	–	–	6	23	3.8333
26	S- 2	To provide a compulsory school attendance law	2	2	1	1	–	6	23	3.8333
26	S- 8	To provide for students' involvement in planning their own learning activities	1	3	2	–	–	6	23	3.8333
28	S-17	To provide for school district reorganization by creating uniform state laws for all school districts	2	1	1	1	–	5	19	3.8000
30.5	S- 5	To provide techniques for identifying actual and/or potential dropouts and to develop programs to accommodate dropouts	1	3	1	1	–	6	22	3.6666
30.5	S- 6	To provide follow-up data on the graduates of the public schools in Mississippi	–	5	–	1	–	6	22	3.6666
30.5	S-19	To promote effective usage of instructional media, supplies, equipment, and materials to aid the teaching-learning process	–	5	–	1	–	6	22	3.6666
30.5	S-20	To provide an opportunity for the professional staffs of all school districts to develop competencies for writing educational objectives in behavioral and measurable terms	–	4	2	–	–	6	22	3.6666

TABLE XII (Continued)

Rank	Learner or Supportive Goal and Instrument Number	Goal Statement	Number of Responses							
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Total Weighted Value	Mean Value
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
33	S-18	To provide an opportunity for those affected by school policies and programs to have a voice in the development of such policies and programs	–	3	2	–	–	5	18	3.6000
34	S- 3	To provide special physical and psychological examinations for all students	–	2	3	1	–	6	19	3.1666

Chapter IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Phase two of a comprehensive plan for education in Mississippi was undertaken in this study which consisted of the development of educational goals and priorities for the public elementary and secondary schools in Mississippi. Phase two was the natural outgrowth of the initial phase for a comprehensive plan for public elementary and secondary education in Mississippi in which educational needs were systematically identified to be used in establishing educational goals for Mississippi.

The purposes of this study were as follows: (1) to develop goal statements that pertain to the previously identified educational needs in Mississippi; (2) to adopt, by public opinion, goal statements that pertain to public elementary and secondary education in Mississippi; and (3) to establish a priority of adopted goal statements.

The procedures for accomplishing the stated purposes were as follows:

1. To establish a list of potential goal statements divided into two categories of "learner" and "supportive" goals from the previously identified need items;

2. To develop and field test a one-page opinionnaire to contain each of the potential goal statements with a rating scale from five to one corresponding with descriptors ranging from "strongly agree" to "strongly disagree;"

3. To select a stratified random sample of school board members, principals, teachers, students, parents, business and industry managers, higher

education personnel, and other organizational leaders as well as to select all superintendents and legislators which totaled 1,297 individuals who were asked to respond to the survey; and

4. To treat the data by determining a total weighted value for each potential goal statement and converting the total weighted value into a mean value to be used as follows: (1) to adopt goal statements and (2) to rank the adopted goal statements in an order of priority.

The findings were based upon the 643 returned instruments which comprised a 49.6 percent return. All 34 potential goal statements that were adopted as goals for the public elementary and secondary schools of Mississippi are found in Table XIII. The adoption of goal statements was determined by each goal statement having a mean value greater than 2.9999. The highest ranked learner goal was "To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)." The top ranked supportive goal was "To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped."

An analysis of the response from each of the ten classifications of individuals revealed that the priority of goal statements varied greatly. Respondents from six of the ten categories of individuals (school board members, superintendents, parents, higher education personnel, business and industry managers, and organizational leaders) ranked the learner goal "To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)" as the item of highest priority. Principals

TABLE XIII

A RANKING OF GOALS FOR THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MISSISSIPPI AS EXPRESSED BY THE RESPONDENTS FROM THE TOTAL SAMPLE SURVEYED

Rank	Goal Statement
(1)	(2)
1	To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)
2	To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped
3	To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region
4	To promote effective administrative leadership in the public schools of Mississippi
5	To identify and cultivate acceptable moral and ethical values within the framework of the democratic process
6	To develop an awareness of civic privileges and responsibilities
7	To develop positive attitudes toward the conditions that promote good physical and mental health
8	To provide a more equitable financial support to all school districts
9	To develop positive attitudes in the area of human relations
10	To develop a positive self-concept
11	To promote effective usage of instructional media, supplies, equipment, and materials to aid the teaching-learning process
12	To acquire self-direction in learning activities
13	To provide a program of recognition and rewards for teachers which is designed to attract and retain highly competent people

TABLE XIII (Continued)

Rank (1)	Goal Statement (2)
14	To provide effective programs for all school age students including those who are economically and environmentally deprived
15	To provide a State Department of Education that offers supportive services, leadership, and regulatory functions to all school districts within the State
16	To promote the utilization of programs that enhance the teaching-learning process
17	To develop positive attitudes toward the environment and its natural resources
18	To provide adequate guidance facilities and services at both the elementary and secondary levels
19	To provide for the maximum use of educational facilities throughout the school day and the calendar year
20	To provide motor skills appropriate to age and growth levels
21	To develop skills in the creative use of leisure time
22	To provide appropriate learning experiences to reduce high rates of non-promotions in the public schools of Mississippi
23	To provide a unified program of continuing evaluation to measure the performance of students enrolled in the public schools of Mississippi
24	To provide an opportunity for all school districts to use the services provided by the educational television network
25	To provide techniques for identifying actual and/or potential dropouts and to develop programs to accommodate dropouts
26	To provide educational opportunities for adults in each school district
27	To provide an opportunity for those affected by school policies and programs to have a voice in the development of such policies and programs
28	To provide for school district reorganization by creating uniform state laws for all school districts
29	To provide an opportunity for the professional staffs of all school districts to develop competencies for writing educational objectives in behavioral and measurable terms

TABLE XIII (Continued)

Rank (1)	Goal Statement (2)
30	To provide a public school kindergarten program
31	To provide special physical and psychological examinations for all students
32	To provide follow-up data on the graduates of the public schools in Mississippi
33	To provide a compulsory school attendance law
34	To provide for students' involvement in planning their own learning activities

and teachers ranked the supportive goal "To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region" as the item of highest priority. Students ranked the supportive goal "To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped" as the item of highest priority. Finally, legislators ranked the learner goal "To develop an awareness of civic privileges and responsibilities" as the item of highest priority.

Conclusions

Based on the analysis of the findings presented in this study the following conclusions were reached.

1. All 34 goal statements were considered to be acceptable goals for the public elementary and secondary schools of Mississippi by the vast majority of the respondents.

2. The respondents indicated that the highest priority in public school education in Mississippi should be given to establishing school programs whereby the learner has the opportunity "To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)."

3. The attitude of the respondents was somewhat stronger than merely "agreeing" with the stated goals for 27 of the 34 goal statements. This attitude indicates a desire by the respondents to have the public schools in Mississippi develop educational programs which will provide solutions for the educational problems in the state.

4. The goals "To provide a public school kindergarten program" and "To

provide a compulsory school attendance law" ranked 30th and 33rd respectively. The lower ranking of these two goals indicates a drastic change in attitude of the public since the "Needs Assessment Study" conducted a year ago when these same two goals were the top priority needs identified by Mississippians surveyed.

5. By analyzing the individual groups sampled, the conclusion was drawn that each group tends to rate the highest priority to that item which reflects the self-interest of the particular group. Evidence of such a conclusion is that school board members, superintendents, parents, higher education personnel, business and industry managers, and organizational leaders ranked the learner goal "To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)" as the item of highest priority, while principals and teachers ranked the supportive goal "To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region" as the item of highest priority. Students ranked the supportive goal "To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped" as the item of highest priority. Finally, legislators ranked the learner goal "To develop an awareness of civic privileges and responsibilities" as the item of highest priority.

6. Further analysis by groups revealed that only legislators rejected any of the proposed goal statements. Legislators as a group rejected three of the proposed goal statements, two of which would require a change in current state law to be accomplished. The two goals requiring a change in state law were

"To provide a public school kindergarten program" and "To provide a compulsory school attendance law."

7. People who have a direct involvement in the administration of the process of education seem to exhibit a greater interest in educational problems as evidenced by superintendents, principals, and higher education personnel responding to the survey with a greater than 70 percent return as compared to legislators, school board members, and business and industry managers who responded with less than a 35 percent return.

Recommendations

The following recommendations were made based upon the conclusions of the study.

1. Objectives should be established for each of the adopted 34 goal statements in accordance with the established priority for the purpose of accomplishing the stated goals and providing for a continuing plan for education in Mississippi.

2. Educators in Mississippi should strive to increase the layman's awareness of the immediate and long-range effects of the educational problems within the state in such a manner that the solutions to the educational problems will be a universal concern.

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APPENDIX A

OPINIONNAIRE FOR DETERMINING THE GOALS FOR EDUCATION IN MISSISSIPPI

GOALS FOR EDUCATION IN MISSISSIPPI

Definitions:

Goal - A goal is a statement of broad direction, general purpose, or intent.
Learner Goal - A learner goal is a goal statement which expresses the desired outcome of the learner.
Supportive Goal - A supportive goal is a goal statement which facilitates the educational process.

Directions: *The goal statements listed below, though not arranged in any priority, have been identified as potential goals for education in Mississippi. Please express your feeling about each goal statement by circling one of the five numbers which best reflects your attitude. A space has been provided at the end of the goal statements for you to state suggested revisions and/or additional goals which you feel should be included in the goals for education in Mississippi.*

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Learner Goals						
(1)	To develop an awareness of civic privileges and responsibilities	5	4	3	2	1
(2)	To acquire self-direction in learning activities	5	4	3	2	1
(3)	To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)	5	4	3	2	1
(4)	To develop positive attitudes in the area of human relations	5	4	3	2	1
(5)	To develop positive attitudes toward the conditions that promote good physical and mental health	5	4	3	2	1
(6)	To provide motor skills appropriate to age and growth levels	5	4	3	2	1
(7)	To develop skills in the creative use of leisure time	5	4	3	2	1
(8)	To develop positive attitudes toward the environment and its natural resources	5	4	3	2	1
(9)	To develop a positive self-concept	5	4	3	2	1
(10)	To identify and cultivate acceptable moral and ethical values within the framework of the democratic process	5	4	3	2	1
Supportive Goals						
(1)	To provide a public school kindergarten program	5	4	3	2	1
(2)	To provide a compulsory school attendance law	5	4	3	2	1
(3)	To provide special physical and psychological examinations for all students	5	4	3	2	1
(4)	To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped	5	4	3	2	1
(5)	To provide techniques for identifying actual and/or potential dropouts and to develop programs to accommodate dropouts	5	4	3	2	1
(6)	To provide follow-up data on the graduates of the public schools in Mississippi	5	4	3	2	1
(7)	To provide adequate guidance facilities and services at both the elementary and secondary levels	5	4	3	2	1
(8)	To provide for students' involvement in planning their own learning activities	5	4	3	2	1
(9)	To provide educational opportunities for adults in each school district	5	4	3	2	1
(10)	To provide effective programs for all school age students including those who are economically and environmentally deprived	5	4	3	2	1
(11)	To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the Southeast region	5	4	3	2	1
(12)	To provide a program of recognition and rewards for teachers which is designed to attract and retain highly competent people	5	4	3	2	1
(13)	To provide for the maximum use of educational facilities throughout the school day and the calendar year	5	4	3	2	1
(14)	To provide a more equitable financial support to all school districts	5	4	3	2	1
(15)	To provide a unified program of continuing evaluation to measure the performance of students enrolled in the public schools of Mississippi	5	4	3	2	1
(16)	To provide appropriate learning experiences to reduce high rates of nonpromotions in the public schools of Mississippi	5	4	3	2	1
(17)	To provide for school district reorganization by creating uniform state laws for all school districts	5	4	3	2	1
(18)	To provide an opportunity for those affected by school policies and programs to have a voice in the development of such policies and programs	5	4	3	2	1
(19)	To promote effective usage of instructional media, supplies, equipment, and materials to aid the teaching-learning process	5	4	3	2	1
(20)	To provide an opportunity for the professional staffs of all school districts to develop competencies for writing educational objectives in behavioral and measurable terms	5	4	3	2	1
(21)	To promote effective administrative leadership in the public schools of Mississippi	5	4	3	2	1
(22)	To promote the utilization of programs that enhance the teaching-learning process	5	4	3	2	1
(23)	To provide a State Department of Education that offers supportive services, leadership, and regulatory functions to all school districts within the State	5	4	3	2	1
(24)	To provide an opportunity for all school districts to use the services provided by the educational television network	5	4	3	2	1

NOTE: In the space below please state suggested revisions and/or additional goals.

_____

_____

_____

_____

APPENDIX B

LETTERS ACCOMPANYING OPINIONNAIRE

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

April 9, 1973

Dear_____:

The Mississippi State Department of Education has recently completed the first phase of a Continuing Plan for Education in Mississippi. Phase I consisted of a systematic identification of statewide educational needs.

The second phase of the Continuing Plan for Education in Mississippi is now in progress. Phase II consists of establishing educational goals and priorities based upon the previously identified needs. The success of this effort will depend on many individuals including yourself.

A list of potential goals for the public elementary and secondary schools of Mississippi was developed by combining the high priority need items into broad categorical goal statements. This list is being distributed to you and other selected individuals within the State for the dual purposes of (1) adopting educational goals and (2) establishing priorities from the adopted goals. Please rate each listed goal statement on the enclosed form and make suggested revisions and/or additions in the space provided.

The third phase of the Continuing Plan for Education in Mississippi will consist of the development of specifically stated objectives for accomplishing the adopted goals resulting from Phase II. Special interest groups of people will be involved in developing these objectives. However, before objectives can be effectively written, goals must be formally adopted.

Please accept this very important responsibility and complete the enclosed form. Your response by April 18 will be necessary if this activity is to be completed during this school year. Please return the completed form in the pre-addressed and stamped envelope.

Thank you in advance for your part in determining the goals for education in Mississippi.

Sincerely,

G. H. Johnston
Superintendent

GHJ/ms
Enclosure

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

March 27, 1973

Dear Superintendent:

The Mississippi State Department of Education has recently completed the first phase of a Continuing Plan for Education in Mississippi. Phase I consisted of a systematic identification of statewide educational needs.

The second phase of the Continuing Plan for Education in Mississippi is now in progress. Phase II consists of establishing educational goals and priorities based upon the previously identified needs. The success of this effort will depend on many individuals including yourself.

A list of potential goals for the public elementary and secondary schools of Mississippi was developed by combining the high priority need items into broad categorical goal statements. This list is being distributed to you and to a school board member, principal, teacher, student, and parent or guardian within your school district including other selected individuals within the State for the dual purposes of (1) adopting educational goals and (2) establishing priorities from the adopted goals. Please rate each listed goal statement on the enclosed form and make suggested revisions and/or additions in the space provided.

The third phase of the Continuing Plan for Education in Mississippi will consist of the development of specifically stated objectives for accomplishing the adopted goals resulting from Phase II. Special interest groups of people will be involved in developing these objectives. However, before objectives can be effectively written, goals must be formally adopted.

Please accept this very important responsibility and complete the enclosed form. Your response by April 6 will be necessary if this activity is to be completed during this school year. Please return the completed form in the pre-addressed and stamped envelope.

Thank you in advance for your part in determining the goals for education in Mississippi.

Sincerely,

G. H. Johnston

G. H. Johnston
Superintendent

GHJ/ms

Enclosure

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

March 27, 1973

Dear Principal:

The Mississippi State Department of Education has recently completed the first phase of a Continuing Plan for Education in Mississippi. Phase I consisted of a systematic identification of statewide educational needs.

The second phase of the Continuing Plan for Education in Mississippi is now in progress. Phase II consists of establishing educational goals and priorities based upon the previously identified needs. The success of this effort will depend on many individuals including yourself.

Within each school district a principal, teacher, student, and parent or guardian has been selected through a process of random sampling. From your particular school a student response to the enclosed form is desired. This student response should be that student who functions as the elected student body leader.

A list of potential goals for the public elementary and secondary schools of Mississippi was developed by combining the high priority need items into broad categorical goal statements. This list of potential goals is enclosed in the packet of materials to be distributed to the student body leader in your school. Please see that this student has the opportunity to rate each listed goal statement and make suggested revisions and/or additions in the space provided.

Thank you in advance for your part in helping to establish the goals for education in Mississippi.

Sincerely,

G. H. Johnston

G. H. Johnston
Superintendent

GHJ/ms

Enclosure

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

March 27, 1973

Dear Principal:

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The second phase of the Continuing Plan for Education in Mississippi is now in progress. Phase II consists of establishing educational goals and priorities based upon the previously identified needs. The success of this effort will depend on many individuals including yourself.

A list of potential goals for the public elementary and secondary schools of Mississippi was developed by combining the high priority need items into broad categorical goal statements. This list is being distributed to you and other selected individuals within the State for the dual purposes of (1) adopting educational goals and (2) establishing priorities from the adopted goals. Please rate each listed goal statement on the enclosed form and make suggested revisions and/or additions in the space provided.

The third phase of the Continuing Plan for Education in Mississippi will consist of the development of specifically stated objectives for accomplishing the adopted goals resulting from Phase II. Special interest groups of people will be involved in developing these objectives. However, before objectives can be effectively written, goals must be formally adopted.

Included in your packet is an envelope containing materials for a student in your school. From your particular school a student response to the enclosed form is desired. This student response should be that student who functions as the elected student body leader in your school.

Please accept the very important responsibility of performing the two tasks listed below:

1. Complete the enclosed form and return it in the pre-addressed and stamped envelope.
2. Distribute the enclosed packet of materials marked "student" to the student body leader in your school.

Your response by April 6 will be necessary if this activity is to be completed during this school year.

Thank you in advance for your part in determining the goals for education in Mississippi.

Sincerely,

G. H. Johnston
Superintendent

GHJ/ms

Enclosure

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

March 27, 1973

Dear Teacher:

The Mississippi State Department of Education has recently completed the first phase of a Continuing Plan for Education in Mississippi. Phase I consisted of a systematic identification of statewide educational needs.

The second phase of the Continuing Plan for Education in Mississippi is now in progress. Phase II consists of establishing educational goals and priorities based upon the previously identified needs. The success of this effort will depend on many individuals including yourself.

A list of potential goals for the public elementary and secondary schools of Mississippi was developed by combining the high priority need items into broad categorical goal statements. This list is being distributed to you and other selected individuals within the State for the dual purposes of (1) adopting educational goals and (2) establishing priorities from the adopted goals. Please rate each listed goal statement on the enclosed form and make suggested revisions and/or additions in the space provided.

The third phase of the Continuing Plan for Education in Mississippi will consist of the development of specifically stated objectives for accomplishing the adopted goals resulting from Phase II. Special interest groups of people will be involved in developing these objectives. However, before objectives can be effectively written, goals must be formally adopted.

Please accept this very important responsibility and complete the enclosed form. Your response by April 11 will be necessary if this activity is to be completed during this school year. Please return the completed form in the pre-addressed and stamped envelope.

Included in your packet is a stamped and labeled (but unaddressed) envelope containing materials for a parent. Please select a parent or guardian of a student in your classroom by using the following instructions:

1. Select the student whose name appears first on the roll book for the first class you teach.
2. Obtain the name and mailing address of the parent or guardian of that selected student.
3. Place the name and address of that parent or guardian on the unaddressed envelope and mail.

Thank you in advance for your part in determining the goals for education in Mississippi.

Sincerely,

G. H. Johnston
Superintendent

GHJ/ms

Enclosure

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

March 27, 1973

Dear Student:

The Mississippi State Department of Education has recently completed the first phase of a Continuing Plan for Education in Mississippi. Phase I consisted of a systematic identification of statewide educational needs.

The second phase of the Continuing Plan for Education in Mississippi is now in progress. Phase II consists of establishing educational goals and priorities based upon the previously identified needs. The success of this effort will depend on many individuals including yourself.

A list of potential goals for the public elementary and secondary schools of Mississippi was developed by combining the high priority need items into broad categorical goal statements. This list is being distributed to you and other selected individuals within the State for the dual purposes of (1) adopting educational goals and (2) establishing priorities from the adopted goals. Please rate each listed goal statement on the enclosed form and make suggested revisions and/or additions in the space provided.

The third phase of the Continuing Plan for Education in Mississippi will consist of the development of specifically stated objectives for accomplishing the adopted goals resulting from Phase II. Special interest groups of people will be involved in developing these objectives. However, before objectives can be effectively written, goals must be formally adopted.

Please accept this very important responsibility and complete the enclosed form. Your response by April 6 will be necessary if this activity is to be completed during this school year. Please return the completed form in the pre-addressed and stamped envelope.

Thank you in advance for your part in determining the goals for education in Mississippi.

Sincerely,

G. H. Johnston
Superintendent

GHJ/ms

Enclosure

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

March 27, 1973

Dear Parent:

The Mississippi State Department of Education has recently completed the first phase of a Continuing Plan for Education in Mississippi. Phase I consisted of a systematic identification of statewide educational needs.

The second phase of the Continuing Plan for Education in Mississippi is now in progress. Phase II consists of establishing educational goals and priorities based upon the previously identified needs. The success of this effort will depend on many individuals including yourself.

A list of potential goals for the public elementary and secondary schools of Mississippi was developed by combining the high priority need items into broad categorical goal statements. This list is being distributed to you and other selected individuals within the State for the dual purposes of (1) adopting educational goals and (2) establishing priorities from the adopted goals. Please rate each listed goal statement on the enclosed form and make suggested revisions and/or additions in the space provided.

The third phase of the Continuing Plan for Education in Mississippi will consist of the development of specifically stated objectives for accomplishing the adopted goals resulting from Phase II. Special interest groups of people will be involved in developing these objectives. However, before objectives can be effectively written, goals must be formally adopted.

Please accept this very important responsibility and complete the enclosed form. Your response by April 11 will be necessary if this activity is to be completed during this school year. Please return the completed form in the pre-addressed and stamped envelope.

Thank you in advance for your part in determining the goals for education in Mississippi.

Sincerely,

G. H. Johnston
Superintendent

GHJ/ms

Enclosure

APPENDIX C

COMMENTS BY RESPONDENTS FOR SUGGESTED REVISIONS AND/OR ADDITIONAL GOALS

COMMENTS BY RESPONDENTS FOR SUGGESTED
REVISIONS AND/OR ADDITIONAL GOALS

SCHOOL BOARD MEMBERS

1. Supportive Goals: #5 - Should not in any way encourage dropouts but should be designed to discourage. #18 - I would agree but only on an advisory basis. I believe another supportive goal should be for the state to develop guidelines and assist the districts in implementing effective public relations and public information programs.

2. The goals presented are just what we need to upgrade our school systems, but a teacher evaluation program is also needed very badly to be sure that these programs are administered properly.

3. The goals need to be stated in language easier understood by the average layman. Some of them are almost meaningless to me. Goals should be simple and direct so that everyone understands them.

4. To provide a compulsory driver education program. To provide a foreign language program on grade school level.

5. Supportive Goal: #11 - Comparable (or based on) per capita income in Miss. or comparable to other income in Miss.

6. Supportive Goal: #16 - No child should be given more than 12 years of free public education. If the child does not apply himself either he or his parents should pay for additional year. No child should be demoted, this handicapps the children in the next class.

7. Supportive Goals: #5 - To identify potential dropouts & develop a program to prevent dropouts. #7 - "Effective" rather than "adequate" guidance.

8. Before we start kindergarten we need to improve what we are trying to do now. Practically nothing is being done about sorry teaching processes and poor teachers.

9. To require a program of evaluation for faculty and other personnel for the purpose of self-improvement and/or grounds for dismissal.

10. I think we should forget about additional goals and try to get our schools back to sound educational programs.

11. Supportive Goal: #1 - Neutral on kindergartens until local schools are brought into the planning on the financing before presenting any bill to the legislature. Some Districts cannot afford any type of construction to house a kindergarten, much less operate a kindergarten, if all children of kindergarten age were to attend.

SCHOOL BOARD MEMBERS (continued)

12. Supportive Goal: #2 - Compulsory attendance without provisions for the retarded, the slow learners, and the problem-cases might lower the quality of education.

13. Supportive Goal: #7 - Unless guidance is improved in material and instruction, it would have little value on the elementary and secondary levels. A more dedicated and more experienced person should be encouraged tc study guidance. Guidance could be the greatest aid to students at the high school level but in so many cases it exists because of accreditation. Set up the standards, enforce the standards, and get rid of the people who are claiming to be guidance counselors.

14. Supportive Goal: #11 - I believe in paying for a job well done. All teachers do not have the same teaching abilities or education. Unless some method is developed to pay on the ability-performance-results basis, good teachers will never receive what they are worth and poor teachers will always be overpaid. There must be a way to get the poor teachers out of education. If tenure is going to force schools to keep poor teachers at the same pay scale as good teachers, then how can our children be encouraged to do an outstanding job rather than an ordinary job. Students and parents often comment about the poor ability of some teachers in our schools. For good teachers, I would want to pay them even above the average in the southeast. For poor teachers, no!

15. Supportive Goal: #14 - School financing will always be source of disagreement. Certain basic goals for a minimum type school program are desirable. All schools can never be the same because all people are not the same. Each community will support its schools to the best of their ability. Do not try to make all schools give all of the extras that improve education but do not necessarily improve the results. The basics should be achieved first.

16. Supportive Goal: #16 - Some method of evaluating or recognizing students' achievements will need to be developed if we are to pass everyone on to the next grade. A high school diploma means certain things to business and industry. There needs to be a difference in a diploma for the A student who has mastered all of the math courses, Latin, and chemistry as compared to the student who was moved up for no other reason than his age. A Certificate of Achievement in something might be the answer. Do not let the community, the student, or the faculty ever believe that everybody must pass on the next grade regardless of performance. The student will be rudely awakened when he goes on a job that will require certain skills. Will be better to teach him (or let him learn) his limitations while in school rather than waiting until he faces this in life at an age when he cannot alter it too much.

17. Supportive Goal: #18 - Someone must have the final voice in matters of policy.

SUPERINTENDENTS

1. These are very worthy objectives to be attained. Their accomplishment depends upon the training, willingness, etc. of the school administrators and teachers.

2. Teacher training institutions should begin in the sophomore year to reinforce the learning experiences of teacher-education students by providing in-field experiences.

3. I strongly urge that a plan for public school be initiated and that a compulsory school attendance law be enacted. I also strongly recommend some plan for removing local school financing from politics and local pressure groups.

4. Discipline is important for students and adults. In my opinion we cannot reach these goals without a climate of discipline.

5. Supportive Goal #13 - If you are talking about a 12-months school--No.

6. Supportive Goal #13 - I would not advocate 12-month school for everyone.

7. A compulsory school attendance law would have to be enacted gradually, therefore, I have circled strongly disagree.

8. We need to be doing a much better job of teaching moral values, respect for authority, the worth of an individual, and the responsibility that every individual has to work for a living. We need a formal program of instruction in our schools for teaching these topics to all students.

9. Supportive Goal #2 - Up to 14th birthday.

10. There is a need for better buildings, equipment, etc. Also I feel the State Department of Education should utilize local papers and radio stations to inform the people what is going on in education.

11. To provide each citizen the basic requirements for a marketable skill or professional capability upon completing the best education he is capable of obtaining and opportunities for retraining and upgrading this skill throughout his life.

12. Equal assessed valuation of property is a must. New school plants must be erected. County system must be changed from "may" to "shall." Federal aid to education must be continued.

13. I should like to know more of what is meant by re-organization of school districts. Laws would be okay but would question changing boundaries.

14. Provide additional funds for stronger administrative assistance.

SUPERINTENDENTS (continued)

15. Supportive Goal # 2 - Compulsory attendance is outmoded!!! It is an anachronism in the last quarter of the 20th century!!!

16 Supportive Goal #17 - This is provided all districts would be organized under a one-unit system in both the city and the county such as being a Mississippi Separate School District.

PRINCIPALS

1. Revise State Board of Education. Administrative requirements for county superintendents should provide a different type of diploma.

2. Remove school decisions and finance handling of money from power of supervisors. Place trade schools in all counties. (Do not let politics stop them.) Provide special education on a simpler scale. A system of diplomas introduced and approved by the state so you can socially promote the non-learner while we are waiting for the new programs and curriculum.

3. Get away from the idea that education is a responsibility and make it a privilege.

4. There need to be programs of a vocational nature that are available to small, poor school districts.

5. The State Department of Education should have annual summer workshops, etc. (paid for by the department) for all teachers concerning all areas of subject matter, new ideas, new methods, etc. Teachers should be paid an extra month each year and make the above program a compulsory teacher-administrator training program. We want better teachers--we have them--let's use them right. Industry will if we do not.

6. Except for goal #20 everything was a good idea. Good luck in trying to do everything accepted.

7. To coordinate textbooks and instructional materials adoptions for uniformity from school to school in supporting the instructional program. (Students may have 5 different textbooks in 5 different schools.)

8. Supportive Goal #1 - depends on the arrangement, finance, facilities, etc.

9. Reduce the ratio of teacher-pupil. Add teacher units.

10. To provide a compulsory state or county training school for students who are expelled from public school or refuse to attend school.

11. We must improve the non-teaching personnel, aids, substitutes, etc. Evaluate our program and see if our goals are being met. We must maintain close contact with all parents. Promote a broad program of nondiscriminatory activities that will enhance good interpersonal relationships among staff members, pupils, and parents.

12. To promote effective human relations in the public schools of Mississippi.

13. I would hope every elementary school could have a fine physical education program. Here's hoping learner goals #4, #5, and #6 are connected with physical education.

PRINCIPALS (continued)

14. Supportive Goal # 4 - This should be done in a setting that is as close as possible to normal classroom setting. Provide disciplinary personnel, services and classrooms for each school district. Some students have problems that prevent them from remaining in a normal class but not enough problems to suspend or expel them from school.

15. This appears to be most comprehensive. Supportive Goal - To provide for state supported in-service education programs whereby salary increments would be given as professional incentive.

16. Supportive Goal # 3 - To provide special physical and psychological examinations for all problem children and slow learners as needed--efficiently staffed testing centers.

17. I favor compulsory school attendance laws only to the point that requires students to attend school until age 14 and then there must be a strong enforcement official in the school district to serve as the officer who sees that all students abide by the regulation.

18. To provide a vocational center for the overage and potential dropout in the junior high school.

19. Supportive Goal # 1 - Let's handle first grade better before we get kindergarten by a smaller teacher load.
Supportive Goal #15 - If tests are used, let people (teachers and other professionals) of this area draw up test and not depend on tests written for other regions.
Supportive Goal #24 - If they are given a chance to help set it up.

20. Supportive Goal #25 - To provide tenure laws for all teachers
Supportive Goal #26 - To provide for more personnel in the State Department of Education for minority groups.

21. To develop a program to build the self-concept and not to dictate uniform thinking. Passing grades should be either satisfactory or unsatisfactory.

22. Provide a state regulation on sick leave policy.

23. We need smaller classes and more teachers.

TEACHERS

1. Two additional goals are to provide continuing educational goals for Senior citizens and to broaden educational opportunities for Veterans.

2. To provide larger facilities for school districts. To eliminate overcrowding so that nonpromotions can be held back and not passed-on for lack of space.

3. To provide an opportunity for parents to become more involved in the educational processes.

4. We need vocational schools for students with low abilities beginning in third grade to prepare them in some trade. Somehow get children with extreme discipline problems out of our rooms and into a special class with a teacher who is trained to handle them. Do not let a child start school until age six. (Sept.)

5. I suggest a maximum of 20 students for each teacher load.

6. Supportive Goal: #4 - I feel that for too long, too little emphasis has been given to the needs of the academically talented.

7. Supportive Goal: #13 - School buildings should not be "locked up" three months of the year.
   Supportive Goal: #19 - Too much federal money has been used on these mentioned already - teachers do not use these.
   Supportive Goal: #20 - Lesson plans more effective than behavioral objectives.

8. I think many of our schools have gone complete daffy about the football and basketball program, at the expense of the academic program. All programs are designed to accommodate the coaches and ex-coaches. Any extra money that comes in usually is used to supplement the coaches' salaries. I think, in this regard, we are on the wrong track. A good chemistry or physics teacher is more important than any coach.

9. Supportive Goal: #4 - In my opinion the students' age should be considered in this item, the younger students would not be qualified to plan the learning acitvities needed.
   Supportive Goal: #18 - Suggestions should be considered, but the administrators are more qualified to make final decisions.

10. Supportive Goal: #3 - Unless the state provides special help for students who are physically or psychologically unsound, there is no need to waste money on examinations.
    Supportive Goal: #7 - Elementary students are guided by the curriculum that is laid out by the school itself. High school students, on the other hand, do need a good guidance program.
    Supportive Goal: #19 - Unless equipment is provided, there is no way to promote its usage. This question should be stated, should State Department of Education provide equipment, supplies, etc. Strongly Agree

TEACHERS (continued)

11. Learner Goal: #1 - Responsibility should come before privileges.

12. One major goal should be to halt the overcrowding of classrooms. The second goal that I would suggest is that more emphasis be given to teaching the students, rather than checking to see if they wear socks or measure the length of their hair.

13. To provide a goal for sick leave days. To provide goals for a tenure program.

14. To provide a law of recognition for teachers living in a county that are qualified for teaching positions to be hired instead of hiring teachers from other counties.

15. I strongly support goal #20 because I feel that this method of instruction can easily be implemented to meet the needs of each child.

16. To provide teacher tenure in Mississippi. To permit teachers to retire after 30 years of teaching or at the age of 55. To have school terms of ten months instead of nine.

17. To provide retirement benefits for professional staff after the completion of thirty years' service, regardless of age at retirement.

18. To provide an opportunity for school faculties to evaluate their particular school's administration as well as the school system.

19. To provide a wide range of exploratory experiences and activities for all students.

20. To provide vocational-technical training in upper elementary through junior high as well as high school for girls as well as boys.

21. To provide more money for the classroom teacher to spend on needs in the classroom. To develop a program for teachers, who have student teachers, to know more about how to help them. (This would come from college level.)

22. Supportive Goal: #15 - No one program will fit all populations. More diagnostic instruments should be made available for teachers. These could be adopted along with texts. More pressure placed on districts to have well-planned reading programs tc fit different populations. Adoption of a basal text is not all that is necessary. More communication between administration and teachers.

23. To develop teacher exchange programs within state schools for the sharing of ideas and teaching techniques with hopes of improving deficiencies.

24. Vocational-technical training is most important.

TEACHERS (continued)

25. I think education itself should be "The Priority" over all else in the state of Mississippi. Education is lagging in this state. We need to have objectives for learning situations. Professional staffs are an integral part of the development process, but the leadership and guidance of the educational spectrum should come from resourceful employees of professional research committees directed by the State Department of Education. I think we are headed in the right direction; you have made a positive step already.

26. Learner Goal: #9 - (School psychologist would be necessary.)
Learner Goal: #10 - (Through good discipline and the teacher being a good example for pupil to follow.)

STUDENTS

1. Teachers should be required to meet higher standards in becoming qualified to teach.

2. Students should have choice of dress codes, etc. Teachers should have choice of dress codes, etc. Teachers should have aides to help so they can teach more individually.

3. Better salaries to draw more talented and experienced teachers to the State of Mississippi.

4. Separate classes according to learning ability and desire.

5. Appoint county superintendents. Require Master's Degree in Administration for county superintendents. Provide more electives.

6. I believe that there should be more courses to help in the many different business occupations as well as the vocational courses.

7. I think the schools grading systems should be changed to the system where students progress according to their own ability. This is so more advanced students are not slowed down and so slower students are not pressured.

8. Prevent unqualified personnel from obtaining teacher positions. Provide more courses in technical trades; such as engineering, electronics, mechanics, etc., to eliminate or partially eliminate a college education.

9. Enlarging on two of the above goals, I believe teachers of Mississippi should have an increase in salary thereby attracting a better quality of teachers. If this was provided, I believe students would be better prepared for life in every aspect.

10. Supportive Goal: #14 - Stated to provide a more equitable financial support to all school districts. I strongly disagreed because of the districts size and the number of students who are attending. All school districts need assistance, but not equitable.

11. I think our schools have a good program for the average student, college prep, vocational and vo. tech. students, but special education should be added to complete this educational circle. Better means of finance for building more school buildings for a more comprehensive program should be considered.

12. I am for a compulsory school law but would need, I think, a shop to teach vocational skills. Pass laws to stop schools from holding back students with good passing grades. Maybe this is one of the causes of nonpromotion mentioned above.

13. Provide more courses in each school to make the student feel that he is not bored. Provide more student Government activities.

STUDENTS (continued)

14. To provide for exams to insure that teachers are qualified. To hire and promote teachers on merit. To establish a curriculum and insist that teachers follow this rather than their own idealogies.

15. To provide a variety of foreign languages in the public schools of Mississippi for college bound students. To provide better qualified teachers.

16. I think that people who have children in public schools should have more of a voice in school policy particularly in such matters as busing.

17. Parents must be awakened to the fact that until they again assume their responsibility of teaching proper morals, respect for authority, and individual responsibility, the educators will be handicapped in their goal of educating students.

18. Financial aids equally given to each district. To provide a system where students could discuss school activities with the school board.

19. None. I think this is a very thorough list. I also think that, if put fully into effect, that it will have great bearing on Mississippi students and teachers.

20. I feel that students should have some activities at school and that it should not be an all learning center for studying, but more activities. Also every school should have a physical education class.

21. To provide for the organization of a student government.

22. We need to go back to having school instead of all these ineffective programs which do not teach the student but lines someone's pocketbook. We need two types of diplomas in Mississippi schools. We have students in some schools receiving diplomas who cannot even read.

23. I very strongly agree with number 18 under supportive goals. A student can abide by rules much better if he had a part in making the rules.

24. Students often have a voice regarding the policies concerning the school, but our opinions are usually not acceptable by the staff.

25. In order to create a better educational school system, it should be a goal of the Mississippi Department of Education to encourage a better social environment within the schools. Schools of Mississippi are suffering for the chance to break away from social strain, created by racial beliefs established years ago. This is the biggest problem in Mississippi.

26. If you want to get 1st rate teachers you must pay them first rate salaries. Supportive Goal: #5 - In a good intellectual and physically moderate environment, which our schools must promote, we must provide a situation where students will have no thought of dropping out, and should not have any cause to. "An excellent survey."

STUDENTS (continued)

27. To enact programs to control political control over the school system. To choose participants in federal programs in the schools on a selective basis rather than as a unit.

28. To provide special educational tests to all students for mental awareness. (grouping them according to test scores)
To design a program to promote student involvement.

29. To provide for more student participation in school administration policies.

30. To have better lunchroom programs throughout the state of Mississippi.

31. I think that classes should be divided with students on the same educational and intellectual levels. The learning of the group will be determined by the rate the group moves.

32. Referring to Supportive Goal: # 2 - Compulsory school laws are good, but much needs to be done for mentally slow students, and the financially poor. Supportive Goal: #1 - A public school kindergarten would cost too much for the number of kids who would attend. It is not worth the extra tax burden with the large availability of private kindergartens.

33. Supportive Goal: #2 - Start with the first grade and work upward.

34. I suggest having more summer workshops that students can attend.

35. I feel that the Mississippi public schools should be highly competitive, and at the same time teaching should be interesting and varied. I strongly feel, however, that it is also the school's responsibility to break the classroom monotony, for this will not only relax the mind but also cut down on dropouts.

36. Supportive Goal: #3 - Only with consent of pupil and/or parent. Supportive Goal: #11 - Salary increase for individual merit, not group increment. Supportive Goal: #13 - Not at the expense of decreasing home life and family relations; e.g., creation of boarding-public schools, NO! Supportive Goal: #14 - Not to the detriment of local control of schools. I therefore feel property tax must remain as a fundamental index by which constraints are exercised on wildly liberal school policies!
Of paramount importance to the success of public education in Mississippi should be the need for the establishment of extensive, profound vocational education in all 82 counties. It has become increasingly evident to virtually all members of society that neither is every student meaningfully responding to the "academic curricula," nor should every student be expected to do so. Moreover, with more emphasis being placed on professional career objectives, competitiveness in the prospective job markets in these areas is commensurately stringent and demanding. What is more, the openings seem to be focusing on the trades these days.
Do not subordinate the educational standards for the academically 'untalented'; however, offer them some intrinsically dignified alternatives

STUDENTS (continued)

vocational-trade education. The concept of this educational mode would not necessarily be as an "alternative." Simply provide two clear, acceptable choices--academic or vocational. Furthermore, in a day when we are incessantly exposed to the pedantic cries, "Individualized [sic] instruction now!", I think the former suggestion offers more of a road to be taken for education. The inherent inadequacy of alleged "individualized" instruction can daily be seen in our schools.

Therefore, I vehemently recommend that if we are sincere in our humane wishes to reach all my student comrades we then must make education veritably responsive to the heretofore "unresponsive." Vocational education, I believe, is such a means by which we can realize an end of (1) favorable student self-concept and (2) self-direction. Ultimately this can act concomitantly to achieve the dual goals, learner and supportive; Mississippi education can then be received in an aura of equity and realistic achievement, rather than a spirit of partiality and farce!

37. Educate parents so they can give proper pre-school training. Have smaller classes and more teachers so pupils may have more individual attention.

38. To provide an opportunity for student responsibility in areas usually not associated with the public school.

39. I believe there should be minor credit courses in high school dealing with first aid, and knowing necessary procedures in obtaining help. In this world of accidents and crimes, one should be well educated on this matter to be able to act instantly and accurately.

40. To provide all school systems with an equivalent amount of funds rather than to be funded by the tax money within that district.

41. Supportive Goal: #2 - I think students should be required to attend up to a certain age.
Supportive Goal: #7 - I think this should be based on each individual, not just a particular group.

42. I think more attention should be given, in public schools, to cultivating skills and trades for students after high school who do not plan to go to college, so they will not be "hanging in the air," with no talents with which to find a good job.

PARENTS

1. To provide parent-teacher-child relation in all school activities. All schools should have the necessary teachers, facilities, services, and activities not according to the attendance but the need.

2. As a parent with students in public school, I have found the teachers not as dedicated as they once were so I think supportive goals 11 and 12 are extremely important.

3. Make property evaluation the same in all 82 counties.

4. Supportive Goal # 4 - Number one priority should be given to this field.

5. Foreign language in elementary schools for selected and interested students. Adoption of "Open Court Reading" program for appropriate groups. I am most interested in strictly intellectual and academic learning as opposed to "enrichment."

6. To provide means of parent-teacher relationship.

7. To provide a law for teachers in schools to administer an achievement test to their pupils instead of having a counselor to give the tests to the teacher for the pupils.

8. I think all of the goals you have are very good.

9. I think that the school should supply job opportunities or summer school or have some other kind of opportunity that will help students.

10. School bus drivers should receive an increase in pay as they are the most neglected in their pay for their duties. Supportive Goal # 2 - the state should not be able to force a person to attend school. That is a privilege and should not be compulsory for a person.

11. Give children a way to develop at individual speed not as a group.

12. To provide educational materials that are appropriate for the slow learners. To provide a program for the slow or mentally retarded individuals so they will be a productive member in the community.

13. Supportive Goal #18 - All people are not qualified to have a voice in the development of policies and programs. I would like to see art classes and foreign language classes put in all elementary schools. I think the money used for teacher's aids could be put to better use.

14. I suggest that educational programs and more leadership be made for all public schools in the state of Mississippi.

15. I think schools should get back to the basic fundamentals of teaching reading, writing, and math. Students can convert numbers to base 10 but can't do basic math. Reading abilities of entire nation has declined.

PARENTS (continued)

16. I do not believe in teenage boys as bus drivers.

17. I think parents should have a say in who is going to be principal of the school their children will attend.

18. The abolition of physical punishments such as the paddle and the development of a secondary school board that would hear the cases of students who are sent home from school.

HIGHER EDUCATION

1. To allow public school faculty more opportunity to directly have a voice in choosing public school text books.

2. To provide a broadly balanced curriculum precisely for Teacher-Education which should require professional philosophy and not just educational methods. (The Teacher-Education program is severely criticized for its stress simply on methodologies and lacking the philosophical discipline.)

3. Several of the "learner goals" are not stated in terms of outcomes. That is contradictory to the definition cited. I am highly suspicious of "learner goal" #10. If the intent of the objective writer is to enable students to identify values and develop their own unique values systems, then my "5" rating would hold. I doubt that that is what the objective writer had in mind, however, because I can find no "supportive goal" which appears relevant to that sort of objective. I would add some objectives in the following categories:

   Learner goals

   communication
   critical thinking
   identification of public policy issues
   attitude toward inquiry

   Supportive goals

   provide school personnel with competencies in values clarification and humanistic education

4. All these are very excellent goals. I tried to identify those of greatest urgency.

5. Fine progress! A laudable undertaking for the improvement of education in our state.

6. Supportive Goal: #20 - Should provide opportunity for staff of each school district to contribute to state-wide development.

7. I cross my fingers on psychological examinations and way of evaluating performance. While evaluation is needed, it can also lead to discouragement and a suppression of achievement aspiration on the part of those who are evaluated as low or below average. Inherent in some of these is the accountability question, but should it be lifted up?

8. Revision of (1) To develop an appreciation for civic privileges and acceptance of civic responsibilities. (I would want them to be more than just "aware").

9. Spend more money for interesting books. Take television out of the classroom. Kindergarten program is not needed in the public schools.

HIGHER EDUCATION (continued)

10. To "sincerely" provide equal opportunities for all minoritied within the state to partake of the intangible as well as the tangible benefits of the "Good Life."

11. Supportive Goal: #24 - Should read "do away with educational T-V" and spend that money on classroom supplies. Teachers are paid to teach.
Supportive Goal: #23 - The State Department of Education as is, is a closed group. Teachers can get no "helping" services. Rules and regulations should be updated; such as, "Teachers can take only one subject in college each semester." Others take more, teachers, too know what they can do.
Supportive Goal: #14 - County unit system should be used with all schools having equal money and opportunities.

LEGISLATORS

1. Supportive Goal # 2 - A gradual grade by grade level for both public and private schools.
   Supportive Goal #15 - A continuing evaluation of teacher performance based on an unbiased standard.

2. School districts should be reorganized to eliminate those which are too small to provide effective programs at reasonable cost, but provision of flexibility in the law to meet special local circumstances should not be sacrificed to a desire for complete uniformity.

3. As funds are provided to provide better pay for our teachers, the educational system should work toward the elimination of poor and marginal teachers. Standards should be set and remedial help should be provided for those teachers that the federal district courts will not allow to be displaced. May I congratulate the Education Department on a good job.

4. (25) To improve the ability of professional school staffs to communicate with the student in a manner relevant to the actual world.
   (26) To reduce emphasis on method and increase emphasis on content in teacher training.

5. Legislative Investigating Planning Committee to re-evaluate the school needs in Mississippi.

6. To see that all teachers are good teachers. Perhaps the "National Teachers Exam" is the way.

7. I favor a program that would encourage the home to take over the responsibilities that belong there. I believe the school should offer a program of education for <u>every</u> child before attempting a compulsory school law. Even where these programs are available it is an up-hill fight to get an education.

8. Provide more vocational work with less classroom work.

9. To provide a fair, democratic, and dignified code of uniform laws to protect teachers' rights and students' rights. To provide due process and the equal protection of the law for students and teachers.

10. Supportive Goal # 1 - Where financing is reasonably programmed.

11. Available money would be a determining factor in establishing priorities.

12. ACADEMIC EXCELLENCE - Quit trying to be reformists and sociologists. The salaries now paid are excellent, teacher supply is abundent. There is no reason our teaching force cannot be upgraded considerably. The public is paying the price and deserve their money's worth.

MANUFACTURERS

1. Supportive Goal #20 - Somebody needs to write in plain English.
   Supportive Goal #12 - Schools need very much a way to measure and reward the really superior teacher who, in addition to having an education and experience, can interest, excite, and motivate children. Education and experience does not guarantee a good teacher. Some long-time teachers are negative rather than positive.

2. Recognition should be given to high levels of achievement in private schools and where possible they should be given opportunities to participate in beneficial public school programs.

3. I do not understand why all schools in all states in the United States are not treated or taught the same. If you live in Mississippi, Texas, Oregon, or New York, you should be treated the same and have the same opportunity.

4. Mississippi has a crying need for people with vocational skills developed in the public schools. There is virtually no practical skill acquired by high school graduates. Vocational training must be brought up to a level of academic training.

5. I would like to see half-day kindergarten run by schools but not day-care centers in the schools.

6. All school board members should be at least college graduates. I have known some that are not high school graduates.

7. Higher salaries for teachers.

8. I feel that college is not for every person. I think the vocational-technical portion of education should be upgraded and that encouragement should be given to people inclined to study vocational-technical instead of going to college.

9. Give all students some physical education and swimming. Northern schools require students to swim before they are graduated from high school.

10. A need for more trade schools.

11. Require all teachers to pass an exam to qualify for teaching and pass an exam to qualify for promotion.

12. Learner Goal # 7 - Develop public school music, art, and other cultural programs.